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ABSTRACT

This study investigated the range and types of activities undertaken by Technical and Further Education (TAFE) teachers in Western Australia. Descriptive profiles of TAFE teachers and of what they do in the context of their work are presented. The study also examined a variety of nonteaching and teaching-related responsibilities of the teachers. The target population was confined to the approximately 1,200 full-time, permanent TAFE teachers employed by the Technical Education Division of Western Australia. The study used a questionnaire-plus-interview approach. Profiles are given of the characteristics of the overall population of TAFE teachers based on biographical data. Origins and structure of the TAFE project, and the design, instrumentation, and analysis of the study, are described. The following topics are covered: (1) the nature of activities engaged in during a typical working day; (2) the size, length, setting, and mode of organization of a typical lesson; (3) teachers' use of instructional materials, planning and lesson preparation, and educational strategies; (4) teacher interactions with students and other persons in nonteaching activities; (5) characteristics of students; (6) primary teaching and student activities and the needs of beginning TAFE teachers; (7) personal impressions of TAFE teaching; and (8) a general profile of a typical TAFE teacher. An analysis is presented of the study's findings and their implications for improvement of preservice education for TAFE teachers. Samples of the instruments used in the study and tables presenting data obtained from the questionnaires and interviews are appended. (JD)

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ED209199

# THE TAFE PROJECT: THE TEACHING FUNCTIONS AND ACTIVITIES OF TECHNICAL COLLEGE TEACHERS IN WESTERN AUSTRALIA

A.J.H. GAITE and ANTHONY S. RYAN

with

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U.S. DEPARTMENT OF EDUCATION
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# FOREWORD

The Co-operative Research Series is published as a means of disseminating the findings of research studies commissioned by the Education Department and carried out by other institutions. The study reported in this volume was carried out for the Education Department by staff of the School of Teacher Education of the Western Australian Institute of Technology.

The terms of reference for this study imposed limits upon the research team in that they were asked to describe the functions and activities of TAFE teachers but not to engage in the evaluative scrutiny of technical college programmes or to spell out implications for the education of TAFE teachers. It was considered that the concurrent pursuit of these several purposes would lead to some loss of objectivity in the fact-finding and descriptive activities of the study. The parameters have undoubtedly called for self-discipline on the part of the research team, who must have experienced on many occasions the urge to make suggestions for improving our present operations. Nevertheless, I believe we now have a useful foundation document upon which we can build further plans for the future of TAFE in this State.

I wish to thank the research team for the competent manner in which they have presented this report, and the many others who have helped to bring the study to a successful conclusion.

D. Mossenson

D MOSSENSON
DIRECTOR-GENERAL OF EDUCATION

## ENDORSEMENT

from the

## WESTERN AUSTRALIAN INSTITUTE OF TECHNOLOGY

I am pleased to record, both personally and on behalf of the Institute and its School of Education generally, my support for the study reported in this volume of the Co-operative Research Series. In particular, I would like to commend the Centre for the Study of Teaching and its researchers for their initiative and thoroughness in carrying out the study, and to express my appreciation to members of the Advisory Panel for the co-operation they extended throughout the investigation.

Though the study has clearly relied often upon the advice and help provided by the Education Department's Technical Education Division, at no time did this impose any compromise on the integrity and independence of the researchers in gathering, interpreting and presenting the data contained in this report.

The Institute is pleased that the Education Department has decided to publish the report and to make it so widely available as part of its Co-operative Research Series. I look forward, with genuine interest, to any further opportunities that may arise for the Institute to contribute to the Department's program of research and development in Technical and Further Education.

D.W.Watts

ACKNOWLEDGEMENTS

The project described in this report has depended in no small part on the time, effort, and help of a wide variety of people not directly connected to the project or responsible for it. The project team would like to take this opportunity to thank the following for their contributions.

(1) The teachers who gave generously of their time, and without whose help and cooperation there could have been no study.

(2) The administration of the fourteen technical colleges who gave every assistance to the project.

(3) Members of the Advisory Committee who advised the project when it asked for help.

(4) Members of the Staff Development Section of the Technical Education Division of the Education Department who provided invaluable information and liaison.

(5) The teachers who worked through draft versions of the project's instruments and made valuable suggestions for structural and editorial changes.

(6) Our colleagues in the School of Teacher Education at WAIT for their forebearance while the team worked on the project.

(7) Dr. Barry Hobart (Torrens CAE), Mr. L.R. Fragar (Sydney Teachers College) and Mr. Peter Skilbeck (Hawthorn CAE) for their background advice and comments regarding the training needs of TAFE teachers in Australia.

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# CHAPTER 1

## Origins and Structure of the Project

### 1.1 Terms of Reference

In November, 1978, the Technical Education Division of the Education Department of Western Australia published in *The West Australian* a call for proposals to undertake a funded study of Technical and Further Education (TAFE) teaching in this State. The terms of reference for the study[1] were indicated broadly by the following extracts:

> The project objective is to carry out a detailed analysis of the range and types of teaching functions undertaken by TAFE teachers in Western Australia in order to provide a systematic basis for designing appropriate programmes of initial teacher preparation.
>
> It is envisaged that (the study) will provide job profiles based on sample task analysis of different specialist teachers in the Division and a supporting analysis of the perceptions and views of the teachers concerned.

Clearly, the expectation of the Technical Education Division was that a study and documentation of the activities, skills and responsibilities involved in various areas of TAFE teaching would be useful background to decisions on possible changes in the initial preparation of technical teachers. Though it was not stated directly, it seemed that interest would be on those aspects of teaching which (a) are amenable to, or which predetermine the nature of, initial training and (b) differentiate between different groups of TAFE teachers.

### 1.2 Background to the Study

The provisions for technical teacher training in Western Australia have been subject to review since the Partridge Committee[2] recommended in

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1 A complete statement of the Technical Education Division's brief for the study is included as Appendix 5 to this report. The two extracts quoted here were taken from that document.

2 Partridge, P.H. Post Secondary Education in Western Australia. Report of the Committee on Post-Secondary Education, appointed by the Minister for Education in Western Australia. Government Printer, W.A., 1976.

1976 that the internal programmes conducted by the Technical Education Division be up-graded to advanced education status. At the same time the Commonwealth Technical and Further Education Commission (now the Technical and Further Education Council of the Tertiary Education Commission) commenced a national review of TAFE teacher education. Action on the Partridge Committee recommendation was therefore deferred pending the outcome of Commonwealth review, and consideration of the more general recommendations made by the Partridge Committee on the future organization of TAFE in this State.

In August, 1978, the Technical and Further Education Council (TAFEC) released the national report on the preparation of TAFE teachers in Australia.[1] This report basically described and compared the current arrangements for preparing TAFE teachers in Australia, and made a number of recommendations concerning minimum standards, curriculum design, and the general involvement of Colleges of Advanced Education in TAFE teacher education. Among its recommendations, the following probably gave sharper focus and added purpose to the kind of data base envisaged by the Technical Education Division:

> The provision of Commonwealth support for TAFE teacher education courses should be conditional on such courses being based on an objective assessment of the functions of all categories of TAFE teachers and the knowledge and skills necessary for the efficient and effective performance of these functions.
> (Recommendation 8, page 100.)

At the same time, Recommendation 2 of the TAFEC report drew renewed attention to the fact that the training and certification of TAFE teachers in this State leaves the individual in a somewhat anomalous position when compared with his or her counterpart elsewhere in Australia. This particular Recommendation suggested:

> Every TAFE teacher who fulfils the requirements of a teacher preparation program, usually carried out in his or her first two

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1 Staff Development Advisory Committee. The Formal Preparation of TAFE Teachers in Australia. A Report to the Technical and Further Education Council of the Tertiary Education Commission. Australian Government Publishing Service, Canberra, 1978.

> years of teaching, should receive a formal award. This award should be a nationally recognised advanced education award, at a minimum level of associate diploma. (Recommendation 2, page 81.)

Though New South Wales, Victoria, South Australia, Queensland and the Australian Capital Territory all have arrangements whereby responsibility for the initial training of TAFE teachers already resides with the CAE sector, this function is handled in Western Australia by the Technical Education Division itself. To be out of step with other parts of Australia does not imply, of course, that the present arrangements are inappropriate, but the publication of the TAFEC report added stimulus to the proposed reconsideration of TAFE teacher preparation in this State.

In commissioning the present study, the Technical Education Division indicated its desire to ensure that the future provisions for both the initial preparation and subsequent training of its teachers are developed on the basis of objective data concerning the work roles of its staff. It also emphasized that it views this study as the first in a continuing research and development programme concerning TAFE teaching and teachers.

### 1.3 The Proposal

Basically, and as expressed in the proposal[1] to the Technical Education Division, the study was intended to investigate by survey and interview the range and types of activities undertaken by TAFE teachers in this State. Once gathered, the data were to be organised into activity profiles and descriptions of the teachers. Sampling for the study was to be structured to include senior TAFE personnel, experienced teachers and teachers in training and to reflect the variety of subject areas these teachers are concerned with. Beyond this, it was proposed as a second phase in the study to derive implications for initial training and further education of TAFE teachers and, where possible, to contrast the training needs of TAFE teachers with those of teachers working at other levels.

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[1] Centre for the Study of Teaching. TAFE Teachers in Western Australia: Teaching Functions, Training Needs, and Proposed Preparation Programmes. Proposal from the School of Teacher Education, W.A. Institute of Technology, n.d. (December, 1978).

Early in 1979, the Technical Education Division accepted the proposal in its essential features, though there then followed a period of consultation and negotiation during which a number of adjustments were made and agreed upon. In particular, it was made clear by representatives of the Technical Education Division that the study itself was neither intended to draw implications for training nor to evaluate the existing programme or arrangements for initial training of TAFE teachers in Western Australia. Rather, it was expected simply to provide descriptive profiles of TAFE teachers and what they do in the context of their work. Considerations of how the TAFE teacher *should* operate, and recommendations relating to the most appropriate forms of training were to be the subject of subsequent discussion within the Division and among those responsible for funding and oversight of technical and further education generally. The originally proposed second phase of the study was therefore deleted by the researchers.

Nevertheless, it was agreed that in building a description of what TAFE teachers do in their work, the study should look at the variety of non-teaching or teaching-related responsibilities as well as those of a more direct instructional nature. It was agreed, too, that some attention to how teachers feel about their jobs, their training, the expectations placed on them, and the environment in which they work would often be necessary if the observed behaviours were to be properly understood. In this sense, while the study was not in itself meant to be an evaluation, the collection and presentation of teachers' evaluations about various aspects of their work was accepted as a legitimate part of the research focus.

## 1.4 Management and Organization

The project was funded as an independent study to be carried out under the auspices of the *Centre for the Study of Teaching*, a research and development unit recently established within the School of Teacher Education of the Western Australian Institute of Technology. Members of the project team, all from the School of Teacher Education, were

A.J.H. Gaite, Ph.D., Project Director
A.S. Ryan, Ph.D., Associate Director
R.P. Coatney, Ph.D., Senior Associate
L.L. Foster, Ph.D., Senior Associate

J.H. Lake, Ed.D., Senior Associate
M.J. Rosen, Ph.D., Senior Associate
J.C. Williamson, M.A., Senior Associate
Jean Clark, Project Assistant
Maxine Murray, Project Assistant
Coral Pitcher, Project Secretary

Organization and management of the study were in the hands of the Project Director, working in consultation with the Associate Director and the Centre for the Study of Teaching. Financial control of the project lay with the Project Director through the Office of Budget of the Western Australian Institute of Technology.

The project and the Technical Education Division took joint responsibility to ensure that the project was known to teachers in the technical colleges. Once the project had commenced, it dealt directly with technical teachers and with the administrations of the State's fourteen technical colleges.

At the outset, it was agreed the project would be responsible to the Technical Education Division through a specially constituted Advisory Committee comprising four members from the Education Department and three from the project. The functions of this committee were to provide (a) a forum in which the proposed data gathering initiatives and instruments could be discussed prior to finalisation, (b) a communication channel between the project and the Technical Education Division, and (c) a formal body through which all interim and other reports would be submitted. Membership of the Advisory Committee comprised:

Mr. M.J. Cross (Chairman)
Senior Education Officer, Staff Development, Technical Education Division;

Mr. R. Ware
Principal, Counselling Service, Technical Education Division;

Mr. G. Hawke
Head, Department of Science, Fremantle Technical College, and Member of the Executive of the State School Teachers' Union;

Mr. T. Beck
Senior Education Officer, Research Branch, Education Department of W.A.;

and Drs. Foster, Gaite and Ryan from the project team.

It is important to understand that though the details and form of the final project were negotiated with the Technical Education Division and although the cooperation between the project, the Division and the technical colleges was at all times high, the project has been carried out solely by the team from the *Centre for the Study of Teaching*. While the study has certainly benefited greatly from the advice and assistance provided by the Advisory Committee, final responsibility for the design and conduct of the study and for the character, quality and limitations of the report therefore rests with the research team alone.

## 1.5 Structure of the Report

The next chapter discusses the overall design and sampling strategies used in the study and distinguishes the purposes of the various instruments and data-gathering phases employed. Following this, Chapter 3 examines the nature and representativeness of the sample *vis a vis* characteristics of the overall population of TAFE teachers, and presents preliminary profiles based on the main biographical data collected in the study. Chapters 4 through 11 form the bulk of the data on TAFE teaching and associated aspects of the teachers' work, while Chapter 12 concludes the report with a review of findings and a consideration of possible directions for further research.

## 1.6 Summary

The study, to be funded by the Technical Education Division and carried out by a team from the Institute of Technology's *Centre for the Study of Teaching*, was authorised as an independent survey of the teaching functions and other responsibilities of TAFE teachers in Western Australia. Accepted as the primary focus of the study were those aspects of TAFE teaching likely to have implications for a review and possible redirection of initial training provisions. Specifically, however, the study was not seen by either party as an *evaluation* of TAFE teaching or the initial training programmes presently in operation within the Division. It was envisaged, rather, that the report would provide an objective data base able to inform subsequent decisions on possible future developments in TAFE teacher education.

## CHAPTER 2

### Project Design, Instrumentation and Analysis

### 2.1 Introduction

This chapter provides an overview of the procedures and instruments which made up the design and data-gathering aspects of the study. Included also is a brief outline of the approaches used in data analysis and a preview of the kinds of profiles that were sought. The main purpose of this chapter is to set the rationale and data-gathering of the study in context and to provide a background to the data presentation which follows in subsequent chapters.

Essentially, the study followed traditional questionnaire survey lines, though the design allowed for observation of TAFE teachers in class or laboratory settings and interviews with approximately 7% of the population of interest. Early discussion within the team led to a decision not to engage in more elaborate work-study analyses of the kind sometimes used in industry or industrial settings. A good choice for an ideal situation, work-study methods have not been widely used in educational settings, a feature which when coupled with the heavy field observation demands of that approach contributed to the decision to use other methods. In particular, the expressed interest of the Technical Education Division in receiving a report in a relatively short space of time militated against approaches needing lengthy development and prior validation by pilot study. Unlike work-study methods, the questionnaire-plus-interview approach offered the multiple advantages of (a) being more time efficient (an important consideration since team members had to be able to integrate work on the project with lecturing and other scheduled commitments), (b) providing a convenient way of eliciting and focusing advice from the Advisory Committee, (c) offering relative simplicity of pilot testing, and (d) allowing a wide coverage of the population to be studied.

The interview and observation components of the study were included for two major reasons. First, it was considered that some face-to-face questioning of TAFE teachers, and observation of them in action (principally when teaching) was essential as a means of cross-

checking the self-report data from the questionnaires. This was thought to be important both as an aid to interpreting the questionnaire data and a check on bias from incomplete sampling if some teachers failed selectively to return the questionnaires. A second purpose was to increase the credibility of the study in the eyes of the TAFE population -- it was assumed that respondents would be more likely to react positively to the questionnaires if they felt confident that other, more personal approaches were to be employed. The extent to which this particular effect actually obtained is not known, but few objections to the initial questionnaire were raised by those subsequently included in the interview phase. The fact that the study was to include a number of differently focused questionnaires and a randomly sampled interview phase was publicized in early communications with the complete TAFE teacher population.

## 2.2 Sampling Rationale

The target population to be examined was confined (in consultation with the Advisory Committee) to the 1200 or so full-time, permanent TAFE teachers employed by the Technical Education Division. For the most part, these were to be found in formal teaching positions in the fourteen TAFE colleges, although a number were known to be on leave, seconded to head-office or technical teacher training, or engaged in administering evening technical centres or other special units. To concentrate the focus on the main body of TAFE teachers, it was decided to leave out of the sample the fourteen TAFE college Principals, those working in evening technical centres, and those on leave or seconded to the Division's curriculum, research, staff development or other head-office positions.[1]

Since an underlying purpose of the study was to provide a basis for considering the needs of TAFE teachers at the initial training stages, those currently in their first two years of employment in TAFE (the usual period of concurrent, initial teacher training) were retained as an identifiable sub-group in all phases of the study. On the other hand, the fairly substantial group of part-time, temporary TAFE teaching

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[1] The group then based in the curriculum section was set aside as a pool of experienced TAFE teachers who might be approached to try out, and comment upon, draft versions of the various questionnaires proposed.

staff (who are not necessarily required to hold or acquire teaching certification) were not included.

The first phase of data-gathering involved the administration of an introductory (and relatively short) questionnaire to the entire population of full-time, permanent TAFE teachers then based in the fourteen technical colleges. (To distinguish this instrument from others to be described later in this chapter, this first questionnaire will be referred to as Questionnaire 1.) Questionnaire 1 had a number of specific functions, not all of which related directly to the gathering of primary, descriptive data for the study. The deliberate inclusion of the total population was intended in the first place to establish the visibility and purpose of the study among TAFE teachers generally, and to provide at least one opportunity for every teacher to contribute his or her perspective or special concerns. Secondly, this questionnaire was expected to provide a comparison base, or yardstick, against which the representativeness of later, smaller samples could be compared. For this reason, the instrument included a set of biographical questions (sex, current position, teaching area, qualifications, length of TAFE experience, etc.) which were repeated largely unchanged in all following instruments. The biographical data also provided the means (within each questionnaire) for cross-tabulating the data to reveal differences in teaching methods and other duties between various sub-groups of TAFE teachers.[1]

Beyond the collection of biographical data, Questionnaire 1 was designed to provide the project's initial overview of TAFE teaching. Though general, the information sought was expected to be valuable not only in its own right, but also as a basis for identifying aspects which could be probed further in subsequent stages. The two principal sections related to a listing of activities engaged in during a recent day, and a description of a recent typical lesson. The data from these two parts of the questionnaire are discussed in Chapters 4 and 5 respectively. Questionnaire 1 is included as Appendix 1.

The project's second questionnaire (Questionnaire 2) was focused specifically on the kinds of direct teaching practices and strategies

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[1] The main groupings of interest to the study were those which reflected teaching areas (General Studies, Art, etc.), current position (lecturer, senior lecturer, etc.) and length of experience in TAFE.

used by TAFE teachers. As such, it was *not* concerned with the various non-teaching responsibilities such as administration, student advisement and the like, but did include lesson or course preparation, marking or setting of tests and exams, instruction, and supervision or assessment activities associated with laboratory[1] or field work in addition to those taking place in the conventional classroom, lecture theatre or theory room. For the most part, Questionnaire 2 provided a more controlled examination (and, to some extent, a cross-validation) of the general descriptions obtained from the 'typical lesson' section of Questionnaire 1. Questionnaire 2 is included as Appendix 2 to this report.

Since Questionnaire 2 was expected to be longer and more complex than Questionnaire 1, and because another questionnaire and an interview phase were also proposed, the sample to be used in this case was limited to approximately 20% of the complete target group. Allowing for some inevitable non-response (25%), it was anticipated that the returning sample would amount to about 15% of the total population of interest, the lowest figure assumed to permit reasonable extrapolation to the population as a whole.

Questionnaire 3, also considerably longer than Questionnaire 1, was distributed to a parallel sample of 20% of the TAFE teachers. Since this sample was drawn concurrently with that designated for Questionnaire 2, it was possible to avoid overlap of the two groups while maximising the chances that the two would be statistically similar. Questionnaire 3 was concerned with the non-teaching aspects of the TAFE teacher's responsibilities. These include lesson preparation, student testing and other tasks not directly involved in instruction, as well as whatever administrative or other non-teaching duties were typically allocated to the teacher. Questionnaire 3 is included as Appendix 3.

Though obviously a key part of the overall design, the interviews and observations of TAFE teachers had to be limited in number because of the logistical difficulty of covering all of the colleges and doing so in a way that schedules of interviewees and the team members could

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[1] The term 'laboratory' is meant to imply any practical-work facility such as laboratory, workshop, studio, kitchen, salon or other special purpose centre.

be coordinated.[1] At the time of drawing the sample, and considering the deadline then envisaged for the study, it was estimated that a maximum of 90 one-hour interviews could be accommodated -- especially since it was considered important to include the four country colleges (Albany, Bunbury, Geraldton and Kalgoorlie) in the sample.

The foci for the interviews were allowed deliberately to repeat some aspects of the three questionnaires, particularly where some first-hand validation of the questionnaire data was thought to be advisable. However, a number of aspects not covered elsewhere were included in the schedule where it was felt that the less structured format of interview conversation could encourage more reflective and elaborated responses. The interview schedule (summarised in Chapter 9) included questions and probes related to the teachers' perceptions of what they and their students typically do in teaching situations, the problems currently faced by TAFE teachers, the needs of beginning teachers, and their own satisfactions or dissatisfactions with their responsibilities or initial training.

## 2.3 Sampling Procedure

As indicated earlier, Questionnaire 1 was distributed to all full-time, permanent TAFE teachers currently engaged within the fourteen colleges. The questionnaires in this case were not individually addressed, but were sent as bundled sets to the Principals of the colleges who agreed, by prior arrangement, to distribute them to the teachers concerned. The effective target group (allowing for the exceptions noted earlier) was expected to be in the order of approximately 1050 teachers. Each questionnaire was accompanied by an explanatory letter and a written assurance of confidentiality. The questionnaires themselves were to be completed anonymously, although respondents were asked to indicate their sex, main teaching area, current position, qualifications, present institution and length of experience in TAFE. Though some individuals could perhaps be identifiable from such biographical data, respondents were assured that no individual data would be reported or otherwise revealed to any person outside the immediate project team.

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[1] It was an undertaking of the original proposal that this important part of the study would not be assigned to research assistants or to others outside the immediate research team.

Completed questionnaires were collected by courier or team member from the central office of the college.[1] Individual questionnaires had first been sealed in unmarked (i.e. anonymous) envelopes by the respondents themselves. Follow-up letters were not appropriate in this case because of the anonymity of the returns, but reminder calls were made to the Principals from time to time to check on progress and encourage some additional reminding of late submitters.

Questionnaires 2 and 3 and the interview phase used non-overlapping, random samples of the total target group. The sampling frame used for this purpose was a coded staff listing (provided by the Technical Education Division) in which teachers' names had been replaced by specially-generated numerical codes. The lists were arranged separately by College, a feature which allowed the stratification of the samples by present institution. Individual teachers were drawn at random within each college until a fixed proportion (constant for all colleges) of the sub-population had been selected. The proportions used were 20% (for the two questionnaires) and 7% (for the interview group). No attempt was made in any case to stratify the samples on the basis of teaching area, experience in TAFE, present position or any other relevant variable. Teachers to be observed in the classroom were chosen at random from within the interview group, a total of 45 being identified from the 90 designated for interview.[2] For both interview and observation, the teachers concerned were contacted by the allocated team member, who arranged a mutually convenient time (see Appendix 4). Where the sampled individual was unavailable (usually because of time-tabling mismatches) the researcher attempted to replace the originally drawn person by a close-fitting substitute (judged on biographical data) from the same college. In some cases, adjustments were made across colleges, though the imbalances in representation which resulted from this were relatively minor.

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1 Completed questionnaires were bundled together and mailed from the country colleges, or else delivered by a staff member who happened to be travelling to Perth.

2 Names for this and the other two samples had been matched with the numerical codes by the Technical Education Division and returned to the project after the samples had been drawn.

Questionnaire 2 and Questionnaire 3 were again forwarded in bundled sets to the colleges, though this time they were individually addressed to help personalize the contact. As with Questionnaire 1, completed forms of Questionnaires 2 and 3 were left in sealed, anonymous envelopes with the colleges' central offices for collection or return to the project. As before, calls were made to the colleges from time to time to encourage a more complete response.

## 2.4 Data Analysis

Data analysis for this report has been confined to frequency tabulations (or graphs) and cross-tabulations generated by the SPSS computer package available on the DEC-10 at the W.A.I.T. Computing Centre. Most of the data are categorical (i.e. nominal) rather than metric, and interest has been mainly in reporting proportions of TAFE teachers (either collectively or in cross-tabular form according to various sub-groupings) who made certain kinds of response to individual items. Where the data are presented in cross-tabulation, interest centres on differences which can be seen between groups of teachers. Depending on the particular item being discussed, the basis for grouping relates to main teaching area, present position, or length of TAFE experience as appropriate. The ways these groupings are defined are described in Chapter 3 to follow.

## 2.5 Summary

In design, the study followed conventional questionnaire lines and included interviews and direct observation of TAFE teachers in their work setting. The target population was the group of approximately 1050 full-time, permanent TAFE teachers in the State's technical colleges. Not included in this were the fourteen college Principals, those working in evening technical and other special purpose centres, and those on leave or seconded to the Division's curriculum, research, staff development or other head office positions.

Four separate sub-surveys were included in the study. The first, an introductory and generally-focused questionnaire, was distributed to the total population of interest. The second and third questionnaires, being longer and more sharply focused, were distributed to 20% samples drawn from the total group. Lastly, an additional smaller sample was

involved in the interview phase, about half being also observed in teaching or other work with students. All samples (with the exception of that used for the first questionnaire) were drawn randomly, and without overlap, from a listing of the target population. In each case, these samples included uniform proportions of the fourteen colleges, but were not stratified on any other variables. Responses to the questionnaires were anonymous and individuals were assured of confidentiality in the handling and reporting of data for the study.

Data analysis has emphasized frequency tabulations to identify characteristics common to all TAFE teachers and highlight those aspects of teaching and other roles which differentiate maningful sub-populations of teachers.

CHAPTER 3

## Analysis of Sampling Adequacy

### 3.1 Introduction

The purpose of this chapter is to examine the representativeness of the three sub-samples by comparing them with the overall population returns (Questionnaire 1) and with data from Technical Education Division records. The chapter begins with an analysis of response rates for the four samples and then looks at each sample composition in terms of teaching area, sex, current position and length of TAFE and other experience. Where meaningful, cross-tabulations are presented to illustrate how certain characteristics vary across different teaching areas.

### 3.2 Analysis of Return Rates

Table 3.1 shows for each sample (designated S1, S2, S3 and INT for the three questionnaires and interview groups respectively) the number of teachers from whom returns were received. In each case the primary response rate has been indicated as a percentage of the relevant target group (or drawn sample). In the right hand column, the responding groups are expressed as proportions of the overall population (1043)

TABLE 3.1 ANALYSIS OF (A) RETURN RATES FOR THE THREE QUESTIONNAIRES AND (B) INTERVIEW PARTICIPATION

| | | Target | Returns | Rate (%) | Percent of total population |
|---|---|---|---|---|---|
| Samples | S1 | 1043 | 673 | 64.5 | 64.5 |
| | S2 | 200 | 130 | 65.0 | 12.5 |
| | S3 | 200 | 129 | 64.5 | 12.4 |
| | INT | 90 | 88 | 97.8 | 8.4 |

of interest. As explained in Chapter 2, the survey population is slightly less than the total number of full-time, permanent teachers on the Division payroll since it excludes various persons not currently based in the colleges. The target groups indicated for samples S2, S3 and INT refer to the total number of names drawn from the sampling frame provided by the Technical Education Division.

The response rates for S1, S2 and S3 are surprisingly consistent, each being 65% of the contacted group. Though all are considered acceptable from a research point of view (the surveys were, in essence, anonymous mail surveys), it is surprising to find that the personalised approaches used for Questionnaires 2 and 3 did not yield higher response rates than that for Questionnaire 1. Perhaps the advantages of the personalized approach were offset by the greater time demands imposed by the two subsequent questionnaires. In any event, responses were anonymous and no individual follow-up of non-responders was possible.

The response rate for the interview group was close to 100%, although the sample ultimately interviewed did include about 10% replacement where times of mutual convenience could not be arranged. There was no evidence that individuals approached in this part of the study had declined for reasons of disinterest or unwillingness to participate on personal grounds. The cooperation shown by all of the contacted teachers was particularly high, and most agreed willingly to be observed while teaching or working with student groups.

### 3.3 Clustering on Main Teaching Area

Respondents in all samples were asked to indicate their main teaching area, or to list in priority order the subjects for which they were responsible.[1] The range indicated is shown in Table 3.2. For convenience these have been grouped into what the team believed to be meaningful and potentially differentiable sub-groupings. While the clusterings are similar to those used by the Technical Education Division for its own purposes, some of the categories (e.g. Other Technologies and Health Sciences) were devised by the research team.

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[1] In Questionnaire 1, the respondents' main teaching area was inferred from the subject area or content involved in the typical lesson described in Part B of the instrument. For other instruments the question was asked directly.

TABLE 3.2 ALLOCATION OF RESPONDENTS' REPORTED TEACHING AREAS TO SEVEN ARBITRARY CLUSTERS

*General Studies*

- English
- Languages
- Mathematics
- Science
- Social Studies

*Apprenticeships/Trades*

- Aircraft engineering
- Automotive trades
- Building trades
- Carpentry & Joinery
- Cabinet-making
- Electrical trades
- Engineering trades
- Fitting & machining
- Hairdressing
- Metal construction
- Mortar trades
- Moulding
- Nautical Engineering
- Painting trades
- Plumbing
- Printing
- Refrigeration
- Sheet-metal work
- Shipwright
- Welding

*Other Technologies*

- Architecture
- Cartography
- Computing
- Dental
- Radio & TV
- Surveying

*Business and Commerce*

- Accounting
- Commerce
- Commercial Studies
- Economics
- Fashion
- Food Industries
- Hotel Management
- Law
- Management
- Meat Inspection
- Real Estate

*Art*

- Art
- Photography

*Agriculture*

- Agriculture
- Horticulture

*Health Sciences, etc.*

- Environmental Health
- Home Economics
- Child care
- Handicapped worker trainees

The General Studies group includes teachers of the non-vocationally oriented Tertiary Admissions (TAE) subjects, whereas the Accounting, Commerce and Economics teachers (who may also be teaching these subjects at TAE level) were included in Business and Commerce.

With the exception of the Health Sciences and Other Technologies groupings, each of the other clusters is probably self-explanatory, being distinguished effectively by the kinds of subjects included.

Though inevitably small in number, the Art and Agriculture teachers were preserved as separate groups on the *a priori* belief that their teaching strategies or settings could well be substantially different from those of teachers in other areas.

The Health Sciences label is not accurately descriptive, but it appeared to be useful as a collective category.[1] The largest sub-group of teachers making up this category reported their teaching area as Home Economics.

Other Technologies refers to teachers of the higher-level technological subjects in which students are trained to advanced technician or specialist levels.

The clusters defined in Table 3.2 are used in all subsequent data analysis, although the internal character of the clusters changes slightly from one questionnaire to another because of sampling variation. As pointed out earlier, sampling within colleges was on a simple random basis with no attempt to stratify on the basis of teaching area or other biographical variables.

Table 3.3 compares each of the four samples in terms of area cluster.[2] With the exception of the Health Sciences group (which did not show up in the random samples S1, S2 and INT), the proportional representation of the six main teaching areas is notably consistent across samples, and the general picture is consistent with break-downs inferred from the sampling frame supplied by the Technical Education Division.

For Questionnaire 1, the numbers of teachers in the sub-samples is high enough to warrant separate analyses for the first six listed areas, whereas only the General Studies, Apprenticeships and Business and Commerce groups appear to be large enough in the case of the S2, S3

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1 The term 'health sciences' is apparently not used by the Technical Education Division.

2 Teachers indicating Technical Teacher Training as their teaching area were included in Questionnaire 1 only.

TABLE 3.3. COMPOSITION OF RESPONDING SAMPLES IN TERMS OF THE SEVEN AREA CLUSTERS[1]

| | S1 | | S2 | | S3 | | INT | | T.E.D. data (%)[2] |
|---|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % | |
| General Studies | 78 | 12 | 23 | 18 | 24 | 19 | 16 | 18 | 18 |
| Apprenticeships | 311 | 46 | 53 | 41 | 57 | 44 | 36 | 41 | 46 |
| Other Technologies | 55 | 8 | 8 | 6 | 6 | 5 | 3 | 3 | 6 |
| Business & Commerce | 134 | 20 | 26 | 20 | 20 | 16 | 23 | 26 | 19 |
| Art | 49 | 7 | 7 | 5 | 11 | 9 | 6 | 7 | 7 |
| Agriculture | 18 | 3 | 3 | 2 | 4 | 3 | 1 | 1 | 1 |
| Health Sciences | 8 | 1 | | | | | | | 2 |
| Teacher Training | 6 | 1 | | | | | | | 1 |
| Unspecified | 14 | 2 | 10 | 8 | 7 | 5 | 3 | 3 | N/A |
| Total | 673 | | 130 | | 129 | | 88 | | |

[1] Percentage figures are percentages of responding sample sizes.

[2] Derived from computer lists used as sampling frame for samples S2, S3 and INT.

and INT samples. In most cases where teaching area breakdowns are examined, all of the listed areas will be reported, although the reader will be reminded from time to time of the small sample sizes for the Art, Agriculture and Health Sciences groupings.

## 3.4 Sex Composition

The sex composition of the four samples can be seen from Table 3.4 to be similar across samples, and each compares closely with the overall figures derived from the sampling frame. The slight over-representation of females in the interview sample is probably not important.

Though not shown in these figures, the representation of females was quite variable across the area groupings, being highest in Health Sciences and Business and Commerce and lowest in the Apprenticeships and Other Technologies areas.

TABLE 3.4 SEX COMPOSITION OF THE RESPONDING SAMPLES[1]

| | S1 | | S2 | | S3 | | INT | | T.E.D. data[2] | |
|---|---|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Male | 540 | 80 | 103 | 79 | 106 | 82 | 67 | 76 | 31 | 80 |
| Female | 132 | 20 | 27 | 21 | 22 | 17 | 21 | 24 | 212 | 20 |
| Unspecified | 1 | | | | 1 | 1 | | | | |
| Total | 673 | | 130 | | 129 | | 88 | | 1043 | |

1 Percentage figures are percentages of responding sample sizes. Percentages less than 1 (rounded) are not shown.

2 Derived from computer lists used as sampling frame for samples S2, S3 and INT.

## 3.5 Analysis of Samples by Current Position

Though the meaning of 'instructor' apparently differs in the TAFE context from that of 'lecturer', it was not always possible to maintain this distinction when processing the responses. Accordingly, the distinction has had to be ignored in the analyses which follow. Table 3.5 compares the four samples in terms of the representation of Deputy Principals, Heads of Department, Senior Lecturer (or Senior Instructor), Lecturer (or Instructor) and Counsellor. The three counsellors indicated for S3 make up the complete target group of college-based counsellors (see the right-hand column). Apart from a slight imbalance between Senior Lecturer and Lecturer in sample S3 (*vis a vis* the right-hand column), the breakdowns correspond reasonably well with the population figures. The high proportion of unspecified responses for the interview sample was due to the omission of this item on an early version of the interview schedule. The problem was rectified for the remaining two-thirds of the interviews, but the proportions actually in the other categories are probably underestimated in the Table.

## 3.6 Length of Experience in TAFE

Perhaps of most interest here is the group of teachers who indicated two or fewer years of TAFE experience. With the exception of the General Studies teachers (who often have prior teaching qualifications), this

TABLE 3.5 COMPOSITION OF THE RESPONDING SAMPLES ACCORDING TO RESPONDENTS' CURRENT POSITION IN TAFE[1]

| | S1 | | S2 | | S3 | | INT | | T.E.D. data[2] | |
|---|---|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Deputy Principal | | | | | 1 | 1 | 1 | 1 | 14 | 1 |
| Head of Department | 33 | 5 | 5 | 4 | 6 | 5 | 2 | 2 | 47 | 5 |
| Senior Lecturer/ Instructor | 80 | 12 | 11 | 9 | 21 | 16 | 10 | 11 | 114 | 11 |
| Lecturer/Instructor | 555 | 83 | 110 | 85 | 97 | 75 | 46 | 52 | 865 | 83 |
| Counsellor | 2 | | | | 3 | 2 | 1 | 1 | 3 | |
| Unspecified | 3 | | 4 | 3 | 1 | 1 | 28 | 32 | | |
| Total | 673 | | 130 | | 129 | | 88 | | 1043 | |

1 Percentage figures are percentages of responding sample sizes. Percentages less than 1 (rounded) are not shown.

2 Derived from computer lists used as sampling frame for samples S2, S3 and INT.

group includes those in their initial TAFE teacher training. The group spanning 3 to 5 years of TAFE teaching in Table 3.6 are those who are trained teachers but still relatively recent appointeees, while the remaining two groups represent those with fairly extensive experience in TAFE teaching.

Table 3.6 compares the four samples in terms of length of TAFE teaching experience. Though the interview group as a whole is substantially more experienced than the others (only 35% of this group was in the 0-5 year category), the three questionnaire groups are essentially indistinguishable. The high proportion of S1 respondents who reported more than 10 years of TAFE teaching experience is perhaps worth noting. At the same time, it is important to note that approximately half of the sample reported 5 or fewer years in TAFE teaching. Though around one-quarter of the S1, S2 and S3 samples reported two or fewer years in TAFE, the proportion in the target group who are currently in technical

TABLE 3.6 COMPOSITION OF THE RESPONDING SAMPLES ACCORDING TO RESPONDENTS' LENGTH OF EXPERIENCE IN TAFE EMPLOYMENT[1]

| Experience in TAFE | S1 | | S2 | | S3 | | INT | |
|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % |
| 0 - 2 years | 182 | 27 | 39 | 30 | 32 | 25 | 13 | 15 |
| 3 - 5 years | 164 | 24 | 32 | 25 | 32 | 25 | 18 | 20 |
| 6 - 9 years | 108 | 16 | 31 | 24 | 18 | 14 | 17 | 19 |
| 10+ years | 204 | 30 | 27 | 21 | 44 | 34 | 38 | 43 |
| Unspecified | 15 | 2 | 1 | 1 | 3 | 2 | 2 | 2 |
| Total | 673 | | 130 | | 129 | | 88 | |

1 Percentage figures are percentages of responding sample sizes. Percentages less than 1 (rounded) are not shown.

teacher training is a little over half of this group.[1] Later analyses based on years of TAFE experience do not distinguish between those in the 0-2 years group who are in-training and those who are not.

Table 3.7 shows separately for each area cluster the relative proportions of S1 respondents in the different experience categories. Interestingly, the proportion of teachers in the 0-2 years category is highest for General Studies (41%) and Agriculture (44%), whereas the comparable figures are substantially lower for Apprenticeships (26%), Other Technologies (18%) and Business and Commerce (23%). Not surprisingly, those respondents involved in training the beginning teacher are among the most experienced in the service.

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1 The apparent discrepancy can probably be explained by the exemption from training normally granted to those entering TAFE with other teaching qualifications, and the likelihood that some in the 0-2 years group have only recently completed training. The questionnaires were completed in the early part of the year, and many teachers in their third year might presumably have interpreted their experience as two rather than three years.

TABLE 3.7 COMPARISON OF LENGTH OF EXPERIENCE IN TAFE FOR RESPONDENTS IN SEVEN TEACHING AREAS. (SAMPLE S1 ONLY)

| | Years of TAFE experience[1] | | | | |
|---|---|---|---|---|---|
| | 0-2 | 3-5 | 6-9 | 10+ | Unsp. |
| General Studies (78) | 41 | 21 | 11 | 21 | 6 |
| Apprenticeships (311) | 26 | 22 | 16 | 35 | 1 |
| Other Technologies (55) | 18 | 18 | 31 | 29 | 4 |
| Business & Commerce (134) | 23 | 33 | 16 | 26 | 2 |
| Art (49) | 31 | 27 | 20 | 20 | 2 |
| Agriculture (18) | 44 | 39 | | 17 | |
| Health Sciences, etc. (8) | 38 | 25 | | 25 | 12 |
| Teacher Education (6) | | | | 83 | 17 |
| Unspecified (14) | 21 | 21 | | 50 | 8 |
| Total Sample (673) | 27 | 24 | 16 | 30 | 3 |

[1] Table entries are percentages of the relevant sub-samples (area clusters).

The total work experience (including work prior to joining TAFE) reported by S1 respondents is shown in Table 3.8. With the single exception of the General Studies teachers (who appear to be younger than the general run of TAFE teachers, 39% indicating 9 or fewer years of work experience) the overall picture suggests a mature teaching force in all area clusters. For the Apprenticeships group, 88% of the S1 sample reported more than 10 years of total work experience, some two-thirds of these reporting more than 20 years experience. With the exceptions of Health Sciences, Agriculture and General Studies teachers, this pattern applies fairly generally across the other teaching areas. A comparison of Tables 3.7 and 3.8 reveals the prevailing tendency for those teaching in the TAFE sector to have had substantial prior work experience before entering the service. Evidently, those undergoing initial teacher training in TAFE are themselves mature persons, most of whom will have had a record of substantial work experience before starting careers in the TAFE sector. This fact undoubtedly has significant implications for the training models and principles of instruction that might be used during initial training periods.

TABLE 3.8 COMPARISON OF LENGTH OF TOTAL WORK EXPERIENCE (INCLUDING TAFE EXPERIENCE) FOR RESPONDENTS IN SEVEN TEACHING AREAS. (SAMPLE S1 ONLY)

| | Total Work Experience (Years)[1] | | | | | |
|---|---|---|---|---|---|---|
| | 0-2 | 3-5 | 6-9 | 10-20 | 21+ | Unsp. |
| General Studies (78) | 4 | 4 | 31 | 40 | 20 | 1 |
| Apprenticeships (311) | 2 | 2 | 2 | 31 | 57 | 6 |
| Other Technologies (55) | 2 | 0 | 7 | 49 | 42 | |
| Business & Commerce (134) | 1 | 6 | 10 | 41 | 41 | 1 |
| Art (49) | 4 | 4 | 8 | 47 | 33 | 4 |
| Agriculture (18) | 6 | 11 | 6 | 50 | 22 | 6 |
| Health Sciences, etc. (8) | 13 | | 13 | 13 | 38 | 25 |
| Teacher Education (6) | | | | | 100 | |
| Unspecified (14) | 7 | | 14 | 29 | 29 | 21 |
| Total Sample (673) | 2 | 3 | 8 | 37 | 45 | 4 |

[1] Table entries are percentages of the relevant sub-samples (area clusters).

## 3.7 Other Biographical Data

Table 3.9 shows, again for sample S1 only, the time respondents reported having been in their present institution. Interpreted in conjunction with Table 3.6, these data suggest moderately high levels of inter-college mobility for the group of TAFE teachers.

Table 3.10 shows, this time for sample S3, the proportions of respondents indicating some further study beyond their initial teacher training. The table refers only to the 64 teachers (49% of the group) who made a response to this item. For these teachers, the most commonly obtained further qualifications were Trade Certificate (31%), Teachers Higher Certificate and specialist non-education Bachelors Degree (each 11%) and various combinations of the above (20%). Significantly, a little over one-half of the sample reported having obtained no further qualifications beyond initial training. It is important to appreciate, of course, that TAFE teachers generally hold specialist qualifications

TABLE 3.9 DISTRIBUTION OF RESPONDENTS' TOTAL TIME IN PRESENT INSTITUTION (SAMPLE S1 ONLY)[1]

| Years at present institution | S1 | |
|---|---|---|
| | No. | % |
| 0 - 2 | 320 | 48 |
| 3 - 5 | 211 | 31 |
| 6 - 9 | 72 | 11 |
| 10+ | 47 | 7 |
| Unspecified | 23 | 3 |
| Total | 673 | |

[1] Percentage figures are percentages of responding sample sizes. Percentages less than 1 (rounded) are not shown.

before entering TAFE, and about half of the S3 sample have apparently been in TAFE teaching for less than 5 years. Taken together, the data in Tables 3.10 and 3.6 suggest that TAFE teachers are moderately active in pursuing further qualifications beyond their initial training.

Table 3.11 relates to the membership of S3 respondents in professional organizations (other than the Teachers Union). Only 43 (33%) reported no such membership. The percentage breakdown in Table 3.11 refers only to the 86 teachers who indicated membership in at least one professional, non-union organization. Over half of the sample reported membership in some relevant organization.

## 3.8 Summary

Response rates for the three questionnaires were 65% of the surveyed groups. For the interview and observation samples, participation was virtually complete, though some replacements were made where meetings were difficult to schedule. The numbers of respondents were 673, 130, 129 and 88 for the three questionnaires and the interview phase respectively.

In each sample, respondents have been clustered in arbitrary teaching area groupings: General Studies, Apprenticeships, Other

TABLE 3.10 QUALIFICATIONS EARNED BY RESPONDENTS SINCE COMPLETING INITIAL TEACHER TRAINING.[1] (SAMPLE S3 ONLY)

| Qualifications Cited | S3 | |
|---|---|---|
| | No. | % |
| Trade Certificate | 20 | 31.3 |
| Technical Teacher's Diploma | 2 | 3.1 |
| Teachers Higher Certificate | 7 | 10.9 |
| Art Teachers Associateship | 1 | 1.6 |
| Other (WAIT) Associateship | 2 | 3.1 |
| Diploma of Education | 3 | 4.7 |
| Bachelor of Education | 5 | 7.8 |
| Other Bachelors Degree | 7 | 10.9 |
| Post-graduate Diploma | 3 | 4.7 |
| Masters Degree | 1 | 1.6 |
| Trade Certificate + Teachers Higher Certificate | 7 | 10.9 |
| Bachelors Degree + Teachers Higher Certificate | 3 | 4.7 |
| Bachelors Degree + Post-graduate diploma | 1 | 1.6 |
| Bachelors Degree + Trade Certificate | 2 | 3.1 |
| Total | 64 | 100% |

[1] Percentages are percentages of the 64 teachers in sample S3 who indicated having taken further studies beyond initial teacher training.

Technologies, Business and Commerce, Art, Agriculture, Health Sciences and Teacher Education. The representation of these areas is essentially similar across the four survey samples, and reflects the balance in the survey population. In the major sample, numbers in the teaching areas were large enough to warrant separate interpretation for the first six listed groupings. The smaller samples yielded interpretable sizes only for the General Studies, Apprenticeships and Business and Commerce areas.

TABLE 3.11 INVOLVEMENT OF RESPONDENTS IN TRADE OR PROFESSIONAL ORGANIZATIONS (OTHER THAN TEACHERS UNION).[1] SAMPLE S3 ONLY

| Professional Association/Organization | S3 | |
|---|---|---|
| | No. | % |
| Teachers Organization (Australia) | 18 | 20.9 |
| Trade or Professional Organization (Australia) | 65 | 75.6 |
| Trade or Professional Organization (Overseas) | 3 | 3.5 |

[1] Percentages are percentages of the 86 teachers in sample S3 who indicated membership of some trade or professional organization.

Overall sex composition in each sample accurately reflects the predominance of males in the population surveyed. Within the clusters, female teachers predominate in the Health Sciences and Business and Commerce areas, but make up only a tiny minority among the Apprenticeship, Other Technologies and Agriculture areas.

Approximately one-quarter of the teachers reported having completed less than three years of service in the TAFE sector. Though a further 25% had completed between three and five years, some 30% reported having been in TAFE for more than ten years. Across area groupings there were differences in the experience profiles: whereas more than 40% in General Studies and Agriculture reported less than three years experience in TAFE, the figure was around 20% for the Apprenticeships, Other Technologies and Business and Commerce areas. In terms of total work experience (which included time in TAFE) more than 80% reported more than ten years, and around 45% more than twenty-one. Though the TAFE teacher in general has had substantial work experience before joining TAFE, those in the General Studies, Health Sciences and Agriculture areas appear to be somewhat younger than their colleagues in other areas. For the most part though, the teacher on entering TAFE is typically quite mature, and certainly well experienced in a trade or other profession -- a fact which presumably has strong implications in terms of the needs of most beginning TAFE teachers.

Almost half of the major sample reported having been in their present institution for less than three years. Coupled with the data

on years of total experience in TAFE, this suggests that inter-college mobility, at least in the teacher's early years, is probably fairly common among full-time TAFE teachers.

A little over half of the major sample indicated having gained no further qualifications since their initial training certification. However, since an equivalent proportion reported fewer than three years total experience in TAFE, the group overall appears to be reasonably active in pursuing further qualifications. In terms of what they study, the typical qualifications are trade certificates and education diplomas or degrees. Two thirds of the major sample indicated membership in a relevant trade or professional organization.

CHAPTER 4

# Profile of a Full Working Day

## 4.1 Introduction

The purpose of this part of the study was to determine the range of different activities making up the professional duties of TAFE teachers. Rather than being asked to indicate which of a set of specified activities they engage in at some time in their work (an approach giving data that are often difficult to interpret and somewhat suspect in validity), the teachers were asked to describe activities actually performed on a particular working day.

To maximise the range likely to be reported, respondents were asked (see Part C of Questionnaire 1) to select their "most recent full working day". The proforma section of the questionnaire provided for 14 hourly intervals beginning at 8 a.m. and running through to 10 p.m. Respondents were asked to mark those intervals during which they were "on duty" and, against each, to describe briefly what they were doing at the time.

It was not assumed that a description of the most recent, full working day would necessarily indicate the typical distribution of teaching and other activities. It was assumed, though, that focusing on a full working day would increase the probability that respondents would indicate duties other than direct classroom or practical teaching activities.

Responses to the question were well-detailed within the limitations of the small writing spaces provided. Any ambiguity in the self-descriptions generally applied to distinctions within, rather than between, the broad categories used in the coding. By reducing the data to only four types of activity, it was possible to ensure high levels of validity and reliability for the coding.

The data (all from Part C of Questionnaire 1) have been analysed to reveal -

a. the distribution across the sample (S1) of the total time reported as "on duty",

b. the proportions of duty time spent on each of the four coded categories of activity, and

c. differences and similarities between the activity profiles derived for teachers in different area clusters.

A discussion of each of these makes up the remainder of the chapter. A more detailed examination of the nature of the TAFE teacher's teaching strategies and non-teaching activities is provided in Chapters 5, 6 and 7 of the report.

## 4.2 Time on Duty

Two analyses were made of the data relating to times marked as "on duty". First, the total number of periods marked was tallied for each respondent and a frequency table of totals for the sample was prepared. Second, the proportion of the total sample reported as on duty was calculated for each of the 14 hourly periods and a frequency distribution of these was prepared for the complete day. Each analysis provides a useful overview of the working loads of TAFE teachers, although some caution needs to be applied when interpreting the patterns which emerge.

Inspection of Table 4.1 shows the bulk of the duty-time totals for individual respondents extending from around 5 or 6 hours to 12 (and, in a few cases, more) hours. Within this range more than half of the sample (58%) showed more than 8 hours of duty. Half of this group, or a little over one-quarter of the total sample (29%), worked longer than 10 hours.

To see whether the same patterns hold for particular sub-groups of TAFE teachers, the data were re-analysed separately for the seven main area clusters defined in Chapter 3. As can be seen from Table 4.2 there are remarkable similarities between the groups when compared on the basis of the proportions on duty for more than 8 and 10 hours respectively. The same general similarities were evident for the distributions as a whole as can be seen in Figure 4.1. The only interesting departures from the general trends (see Table 4.2) apply to the Art and Health Sciences groups.

TABLE 4.1. DISTRIBUTION OF "ON-DUTY" TIME REPORTED BY WHOLE SAMPLE (N=673)

| Total time on duty | % of total group |
|---|---|
| up to 5 hours | 2.7 |
| 6 hours | 4.5 |
| 7 hours | 9.2 |
| 8 hours | 25.9 |
| 9 hours | 13.1 |
| 10 hours | 15.9 |
| 11 hours | 14.4 |
| 12 hours | 10.0 |
| more than 12 hours | 4.3 |

TABLE 4.2. PERCENT (%) OF TEACHERS IN SEVEN PROGRAMME AREAS REPORTING HAVING BEEN ON DUTY FOR MORE THAN 8 AND 10 HOURS

| | Percent (%) "on duty" for more than | |
|---|---|---|
| | 8 hours | 10 hours |
| General Studies (78) | 59.0 | 30.8 |
| Apprenticeships (311) | 56.6 | 31.2 |
| Other Technologies (55) | 63.6 | 29.1 |
| Business & Commerce (134) | 61.3 | 27.7 |
| Art (49) | 51.0 | 16.3 |
| Agriculture (18) | 50.0 | 38.9 |
| Health Sciences (8) | 50.0 | 12.5 |
| Total Sample (673) | 57.7 | 28.7 |

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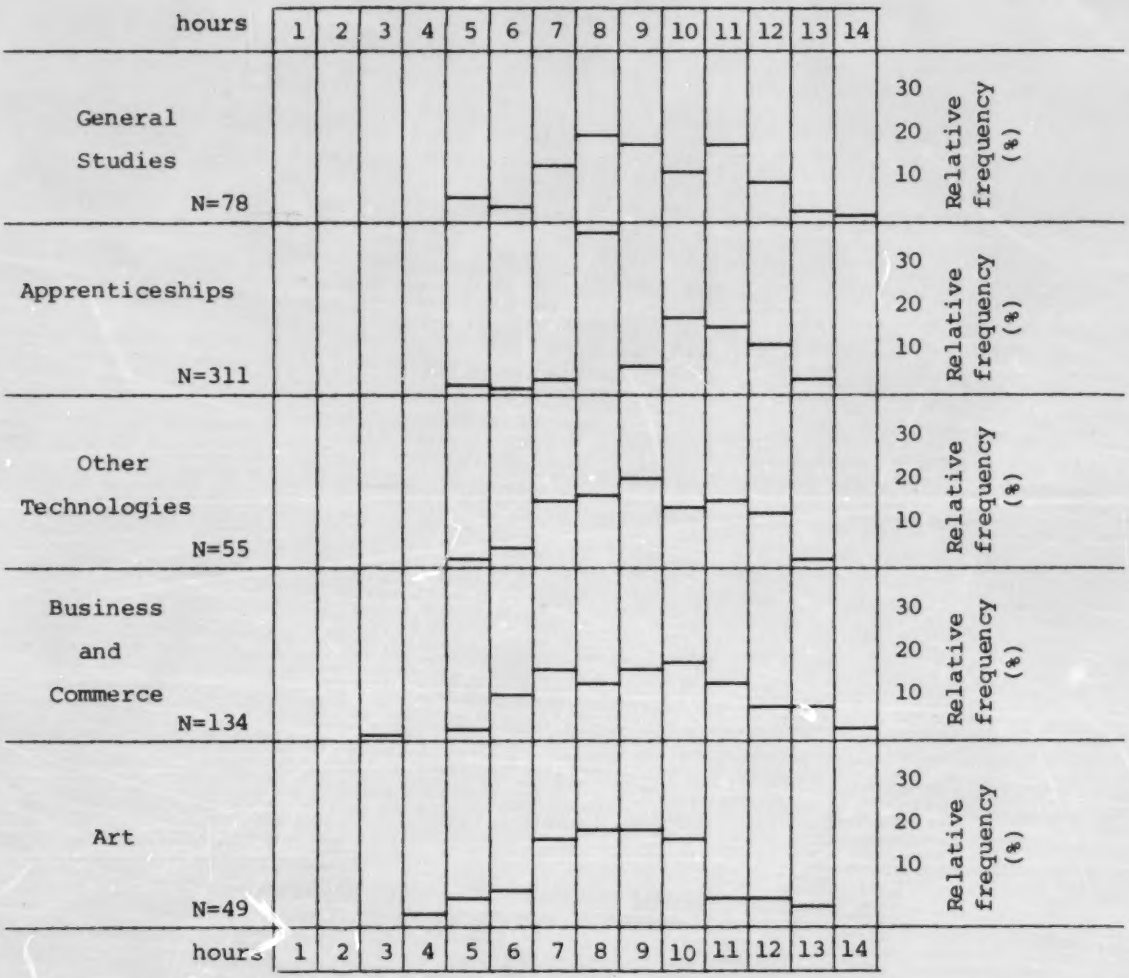


Figure 4.1. Profile distributions of total hours indicated as "on duty" by teachers in five area clusters.

In one sense, the data in Tables 4.1 and 4.2 are possibly misleading. To the extent that the days reported were the longest in a variable weekly pattern, the figures will overestimate the average working loads of TAFE teachers. If it is assumed that most teachers' weekly totals would approximate some standard or regulation level, then it appears that many teachers are timetabled in such a way that their on-duty time varies substantially from one day to another. Presumably, this is most likely for those reporting 10 or more hours of duty in the most recent, full day. To the extent that this is the case, it would appear from Table 4.2 that variability in the lengths of working days across the week will be somewhat less for Art and Health Sciences teachers than for those in other groups.

It is worth noting before leaving this part of the analysis that Tables 4.1 and 4.2 refer only to those times in which respondents considered themselves to be formally on duty. The figures are therefore unlikely to include what may be substantial time devoted to various kinds of after-hours TAFE work (such as preparation and marking at home).

With regard to the concentration of duty across the 14 hourly periods, the proportions of teachers on duty at different times are shown in Figure 4.2. The two troughs in the graph appear to coincide with a natural division of the TAFE day into morning, afternoon and evening sessions. Within the morning and afternoon sessions, the average proportion of TAFE teachers on duty at any time was around 80%. The figure is approximately halved in the evening session. No appreciable differences were found between the distributions (not shown here) for different area clusters.

## 4.3 The Nature of Activities Reported

As indicated earlier, respondents were asked to provide brief activity descriptions against each of the hourly periods marked as on-duty time. Where unambiguous descriptions applied consistently across the sample, the activity was retained as a coding category. For the most part, however, it was necessary to reduce the data to a small number of broad, though clearly differentiable, categories.

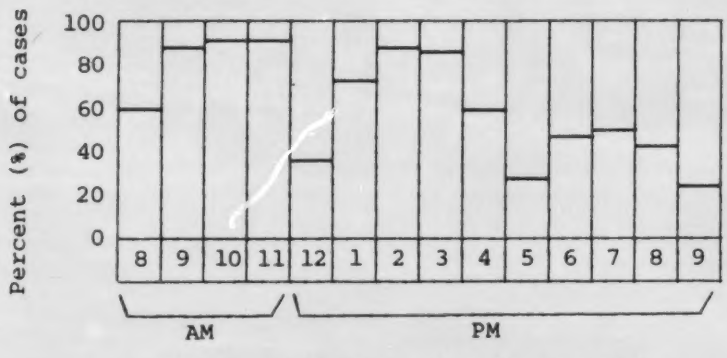


Figure 4.2. Percent (%) of total sample who indicated being "on duty" at/during specified hourly periods.

Respondents were apparently consistent in distinguishing between (a) what might be thought of as formal teaching (in the sense of presenting information, developing or explaining theory, consolidating concepts, etc.) and (b) demonstrating or supervising in relation to laboratory, workshop or other forms of practical activity.

With regard to the first of these, respondents appeared to be using different terms for essentially similar activities. Grouped together in the coding of these were any references to lecturing, teaching, explaining, instructing (in content), drilling, screening of instructional films, etc. For the discussion which follows, this category will be referred to by the convenient though only partly descriptive label:

*Presenting theory, subject content, or other formal teaching.*

The dominant component (about 80%) of the activities coded to this category included some reference to "lecturing" or some similar whole-of-class content instruction.

It was not possible to distinguish consistently and unambiguously between supervision and demonstration of practical work, even though some respondents took apparent care to separate them. Most references to "demonstration" seemed to have related fairly directly to some subsequent student laboratory, workshop or other practical work. All descriptions of this kind have been coded together under the inclusive label:

*Supervising or demonstrating for practical, laboratory or field work.*

The term "laboratory" in this case should be taken to include any form of practical facility including studios, salons, kitchens, sewing or typing rooms or other special-purpose workshops or training centres. In the same way, "field work" includes such things as excursions, all forms of on-the-job work, and various field study activities.

The third category used in coding refers to duties other than teaching, but not those fairly commonly referred to as "administration".

Included in the set were references to DOTT (duties-other-than teaching) and other activities like preparation, marking, machine maintenance, etc. Whether some teachers preferred to embrace all of these by the more general term "DOTT" was not clear from the responses alone. The category has been labelled:

*Duties other than teaching (including DOTT, preparation, marking, etc.)*

Finally, "administrative tasks", "administrative duties", or similar phrases, were used often enough (and in ways that distinguished them from DOTT) to warrant preserving "administration" as a category in its own right.

For each respondent, the periods devoted to each of the above categories were totalled for the day concerned. Frequency distributions of these totals were then compiled for the total sample and displayed in the form of histograms as shown in Figure 4.3. (The maximum possible individual total in each category is, of course, fourteen.)

From Figure 4.3 it is clear that the teachers reported relatively little or no administrative work during the described day. In fact, 82% indicated no administrative work, and those that did seldom reported more than 4 or 5 hours out of their total duty time. The small number of teachers (less than a dozen in total) who reported more than three hours were predominantly senior lecturers and heads of departments as might have been expected.

Reference to duties other than teaching (including DOTT, preparation, marking, etc.) were more common, slightly over half of the sample reporting at least some. The modal amount in this category was 2 hours (approximately 15% of the sample), less than 5% reporting more than 4 hours during the day.

Supervision or demonstration in relation to practical, laboratory or field work was notably more common, only 38% reporting nothing in this category. The modal amount was 4 hours (17%) with the range extending up to 12 hours (although less than 3% of the total sample reported more than 8 hours).

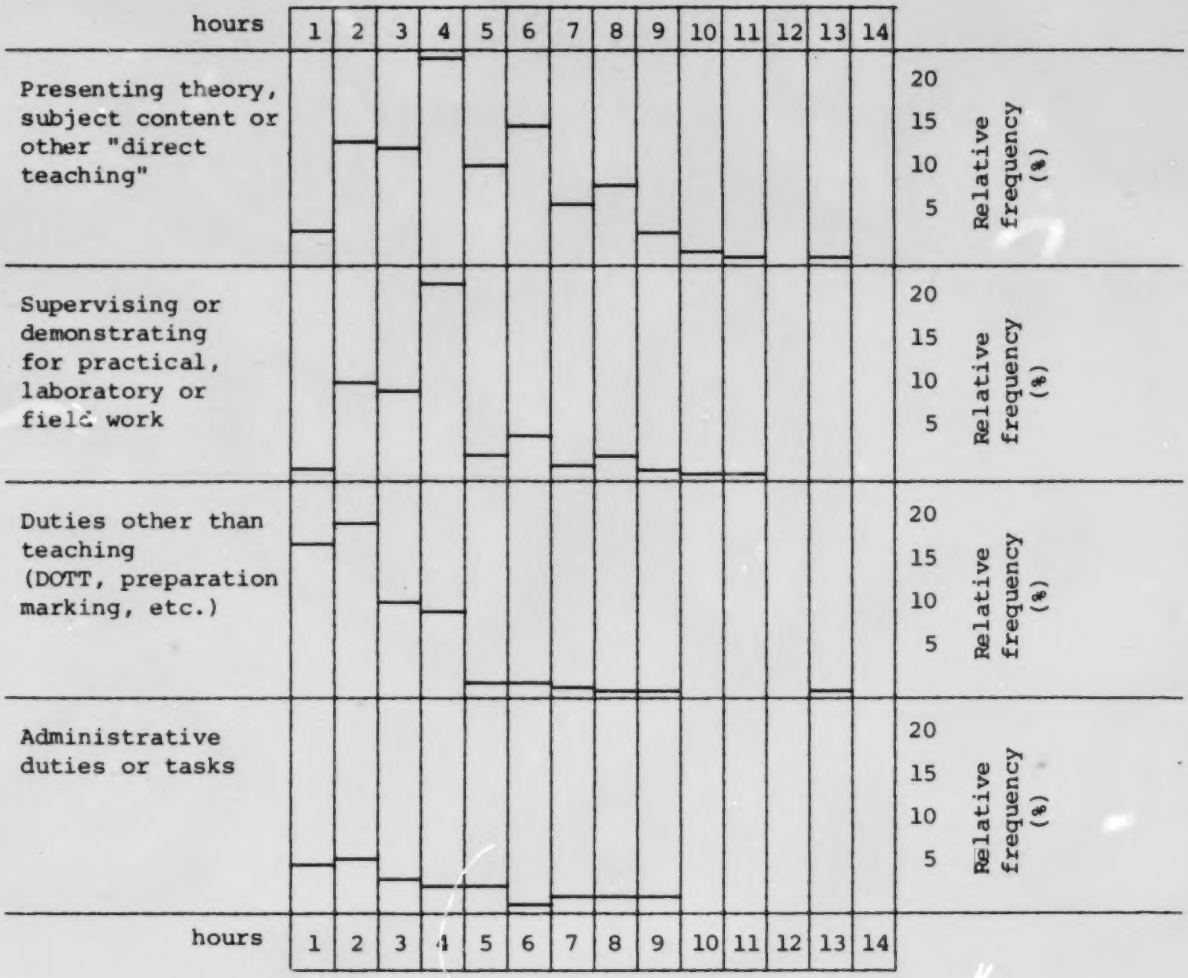
hours
1 2 3 4 5 6 7 8 9 10 11 12 13 14
Presenting theory, subject content or other "direct teaching"
Supervising or demonstrating for practical, laboratory or field work
Duties other than teaching (DOTT, preparation marking, etc.)
Administrative duties or tasks
20
15
10
5
Relative frequency (%)
hours
1 2 3 4 5 6 7 8 9 10 11 12 13 14

Figure 4.3. Distributions of total numbers of hours reported being devoted to four categories of "on duty" activity during respondents' most recent full working day.

As might be expected, almost all of the sample (87%) reported at least some time either presenting theory or subject content, or engaging in some other form of content instruction. While the modal amount was again 4 hours (19%), the distribution was somewhat higher across the range. Again, while there were some who devoted virtually their entire day to this kind of activity, only 6% indicated more than 8 hours in this category.

The relative emphases on these four activity categories, though preserved in general order, are not constant across different times of the day. The proportions of the total sample reporting each of the activities are shown separately within five time periods in Table 4.3. The percentages indicated for the morning, afternoon and evening sessions are averages over the hourly periods within them. (All table entries in this case are column rather than row percentages.)

TABLE 4.3. DISTRIBUTIONS OF REPORTED ACTIVITIES WITHIN FIVE TIME PERIODS OF A TAFE TEACHER'S WORKING DAY

| | 8 am to 12 noon | 12 noon to 1 pm | 1 pm to 5 pm | 5 pm to 6 pm | 6 pm to 10 pm |
|---|---|---|---|---|---|
| Presentation of theory, subject matter, etc. | 37.4 | 14.3 | 30.1 | 17.4 | 30.0 |
| Supervising or demonstrating for practical/field work, etc. | 26.6 | 9.0 | 30.1 | 3.7 | 12.8 |
| DOTT (including preparation and marking) | 13.2 | 9.3 | 15.9 | 3.9 | 0.5 |
| Administrative duties or related activities | 7.1 | 5.8 | 7.2 | 3.0 | 1.1 |
| Personal study related to further qualifications | 0.5 | 0.6 | 0.5 | 0.4 | 0.4 |
| Off duty | 15.2 | 60.8 | 18.6 | 71.7 | 54.4 |

The predominance of the presentational mode is evident throughout the day, although practical work achieves equal (average) prominence during the afternoon session. As might be expected, the patterns change in the evening session where duties-other-than-teaching, administrative activities and practical work are seen to be substantially less frequent than at other times of the day.

## 4.4 Comparisons between Area Clusters

Figure 4.4 shows separately for five area clusters, the distribution of total hours involved in presentation of theory or subject content or in other formal teaching. Comparison of the bar graphs shows some quite marked differences between the five groups. As might be expected on intuitive grounds, the general studies teachers are more likely than other groups to emphasise this form of teaching, while Art teachers are the least likely.

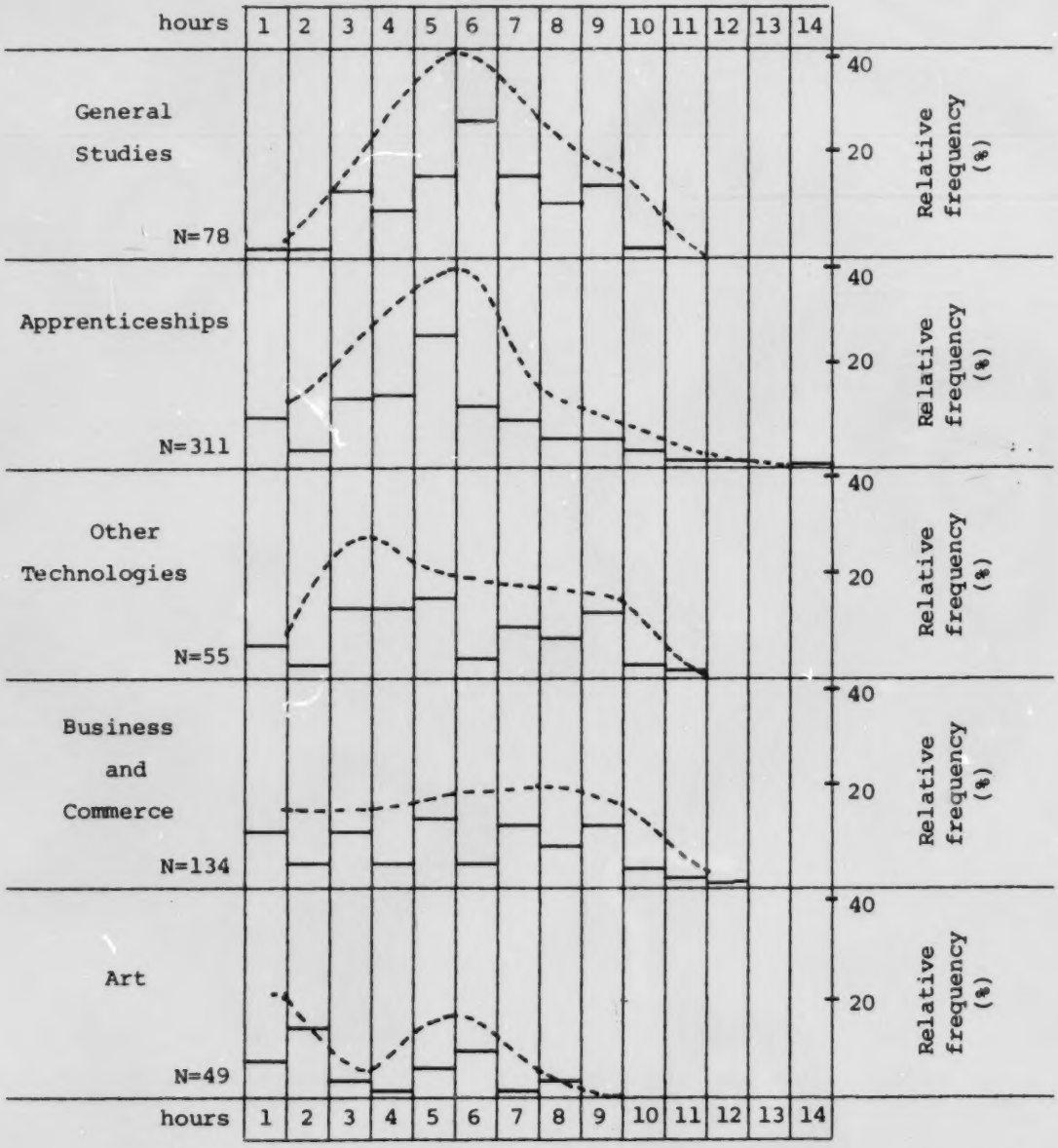


Figure 4.4. Profile distributions of total hours spent in presenting theory, subject content, etc. for five area clusters.

The periodic nature of the Business and Commerce bar graph in Figure 4.4 suggests that the one-hour interval used in the analysis does not reflect the typical modules experienced by these teachers. To make better sense of the data, the separate figures have been combined in two-hour blocks. The smoothed curves superimposed on the bar graphs show how these alternative distributions compare. While the general characteristics are retained by both types of graph, comparisons across the different area groups seem to be more easily interpreted from the smoothed curves.

Similar graphs in Figure 4.5 compare the same area clusters in terms of the total time devoted to demonstrating or supervising in relation to laboratory, practical or field work. Though the curves for the Apprenticeship and Other Technologies teachers are virtually indistinguishable, there are discernible differences between the other groups. Again the general patterns are fairly much as might be expected from the kinds of subject matter associated with the particular groups.

Graphs comparing the area clusters in terms of time spent on administration and duties other than teaching have not been included since the patterns seen earlier in Figure 4.3 are preserved almost unchanged within all of the sub-groups.

As a final comparison, Table 4.4 shows the proportions of teachers in the seven area clusters who reported at least some time devoted to each of the four activity groupings. While the table probably reveals nothing particularly new, it provides a useful summary of the trends discussed earlier in this section. Perhaps worth highlighting in this regard are (i) the very low incidence of practical work for General Studies teachers, and (ii) the surprisingly low incidence of both administration and duties other than teaching among Apprenticeship teachers.

## 4.5 Summary

This chapter was based on data from Part C of Questionnaire 1 in which respondents described what they were doing in each hour of a recent, full working day. Though teachers used variable terminology

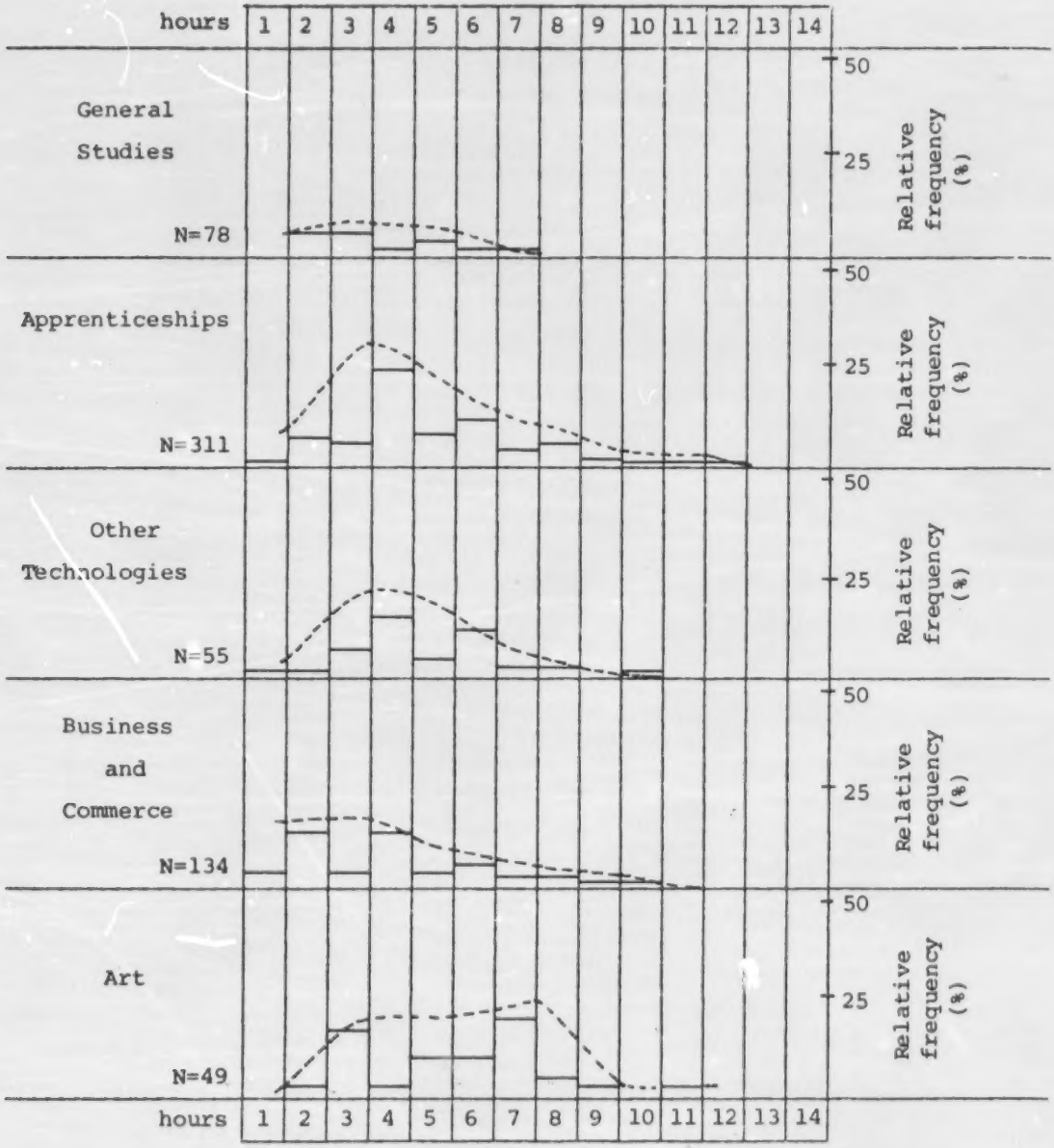


Figure 4.5. Profile distributions of total hours spent in demonstrating/supervising practical or field work for five area clusters.

and not all wrote to the same level of specificity, it was possible to group the responses into four reliably codable categories. Activities involving direct student contact were categorized either as direct classroom instruction or involvement with students' practical work. Non-contact activities were coded either as administration or other

TABLE 4.4 PROPORTIONS OF TEACHERS WITHIN SEVEN AREA CLUSTERS REPORTING AT LEAST SOME OF FOUR CATEGORIES OF DUTY ACTIVITY IN THE FULL WORKING DAY

| | Proportions engaging in at least some of the following activities | | | |
|---|---|---|---|---|
| | Presenting theory, content, etc. | Supervising or demonstrating for lab or field work | Duties other than teaching (including presentation & marking | Administrative duties |
| General Studies | 97.4 | 16.7 | 79.5 | 21.8 |
| Apprenticeships | 90.0 | 80.7 | 29.9 | 13.2 |
| Other Technologies | 92.7 | 52.7 | 70.1 | 14.5 |
| Business & Commerce | 88.1 | 44.8 | 70.1 | 26.1 |
| Art | 53.1 | 75.5 | 57.1 | 24.5 |
| Agriculture | 88.9 | 61.1 | 83.3 | 5.6 |
| Health Sciences, etc. | 50.0 | 75.0 | | |

out-of-class work. The data were analysed to reveal the distribution of duty time reported, and the time spent by each respondent on each of the four categories.

In terms of duty-time totals, almost 60% reported being on duty for more than eight hours, with a little over half of these reporting more than ten hours. This general pattern was reflected with remarkable similarity across the different area groupings. While most teachers quite probably described their longest day, it is clear that substantial numbers of TAFE teachers often work for quite long periods on certain days. Presumably, such days would generally be offset by lighter loads on other days such that many teachers may have quite variable work patterns. Variability of this sort across the week appear to be somewhat less on average for Art and Health Science teachers than for those in other groups.

Within the total duty time reported, activities involving direct student contact were predictably dominant. Most commonly, teachers reported around four hours per day involving presentation of subject content and a roughly comparable time supervising or demonstrating in a laboratory or other practical work centre. For both kinds of activity, variability among teachers was quite noticeable, though only very few teachers reported more than 8 hours devoted solely to either. Some 38% of the sample reported no practical or laboratory-based teaching for the day described, whereas only 13% made no mention of classroom based teaching during the day.

As might be expected, the total time involved in non-contact activities such as administrative work or out-of-class preparation and marking was considerably less. Almost 60% of the sample indicated allocating some class-free periods to marking or preparation, though very few showed more than four hours of this in the day. Administrative work accounted for only very small amounts (rarely more than two hours) in the day, and then for only a minority of the sample. A little over 80% of the sample mentioned no administrative work at all.

Across the area clusters, presentation of subject content remains the overriding teaching activity though it receives noticeably less emphasis among Art and Health Science teachers. With regard to practical work, General Studies teachers stand out as devoting relatively less time than other teachers, this activity being featured strongly in all other areas. Surprisingly, there was a noticeably lower incidence of both administration and other non-contact duties among the Apprenticeships teachers when compared to those in the other areas.

CHAPTER 5

# Profile of a Recent Typical Lesson

## 5.1 Introduction

Though overlapping to some extent the part described in Chapter 4, the 'typical lesson' section of Questionnaire 1 had a different purpose and was sharper in focus. Emphasis this time was on the *contexts* in which TAFE teachers typically do their teaching. Context refers here to the underlying dimensions of class size, length of lesson, organization or grouping of students, physical setting, and subject matter involved.

Respondents were asked to select and describe a recent typical lesson, though the meaning of typical was left deliberately unspecified. To specify it fully would demand a definition of some complexity; one which would certainly be cumbersome for the questionnaire, and probably difficult for respondents to apply. For the purposes of this study, it was considered reasonable to accept whatever the respondents could identify intuitively as a typical lesson, and to assume that the choice would be made wholistically.

In effect, this assumed that lessons considered typical in a global sense could meaningfully be taken as typical on each of the underlying dimensions of interest. The extent to which respondents' selections actually operated in this way is not known, but this aspect of the question caused no problems with the group of TAFE teachers who worked through a draft of the instrument. In any event, it was expected that the data, when aggregated over the population, would provide useful summary descriptions for the five context variables. In each case, the intention was to establish the dominant patterns reported and the extent of variability in the data.

Such variability will, of course, refer only to the way the reported characteristics vary across the population of teachers. It will not necessarily imply anything about the variability likely to be encountered by individual teachers as they move from one lesson or group of students to another. Indeed, this part of the study was not designed to gather any within-person data of this kind, even though it is

possible that such information might have training implications. Rather, it was considered that knowledge of how the reported characteristics vary across the population -- particularly if it were to differentiate meaningful sub-groups of teachers -- would be the more pertinent in this regard.[1]

Section B of Questionnaire 1 asked respondents to indicate

a. the date and commencement time of the lesson,

b. its length (in minutes),

c. the number of students involved,

and provided space for them to describe in some detail

d. the physical setting (classroom, workshop, field, etc.) in which the lesson took place,

e. the way the students were grouped for instruction or activity, and

f. the focus (content or objectives) of the lesson.

For the last three, respondents were asked to describe any changes that occurred in relation to the characteristic concerned. The date and timing of the lesson were requested both to help particularize *a* lesson in the mind of the respondent and to provide during analysis a check on bias in the selection of lessons considered recent and typical.

Despite some impreciseness in the word 'lesson' the project's advisory panel, and experience in piloting the instrument, both suggested that the term is in popular and consistent use among TAFE teachers. Moreover, the panel suggested, the term is typically used broadly to include laboratory, workshop, field-work, or other practical teaching as well as classroom instruction. While there is probably some bias in the data (which may overestimate the predominance of classroom teaching), it appears not to have been serious.[2]

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1 There was some *a priori* expectation, based on discussions with TAFE personnel, that the typical instructional contexts for teachers would in fact vary across different teaching areas (for example, Art and Apprenticeship teaching), and yet be relatively constant for teachers within each area.

2 The bias was presumably limited by the instrument's explicit reference to 'classroom, workshop, field, etc.' in suggesting the meaning of lesson setting.

The data have been analysed to reveal

a. the dominant instructional settings, modes of student organization, and lesson foci described,

b. the distributions and modal values for reported class size and lesson length, and

c. relationships, where meaningful, between some of these characteristics.

In all cases, the analysis has been done for the total sample. Where appropriate and of interest, separate analyses have been done for each of the area clusters defined in Chapter 3.

## 5.2 Analysis of Bias

In view of the quite uniform spread of duty time during respondents' full working days (see Chapter 4), one might expect typical lessons to distribute equally between morning and afternoon sessions. In fact, as can be seen from Table 5.1, the so-called typical lessons were more than twice as frequently selected from the earlier half of the day. This pattern applies generally across the areas, with the exception of Apprenticeship teachers (who overwhelmingly favoured morning lessons),

TABLE 5.1. PERCENT (%) OF RESPONDENTS WITHIN SEVEN AREA CLUSTERS WHO REPORTED THE "TYPICAL" LESSON AS HAVING STARTED DURING MORNING, AFTERNOON OR EVENING SESSIONS

| | | Starting times | | |
|---|---|---|---|---|
| | | 8-11 | 12-4 | 5-9 |
| General Studies | (78) | 50.1 | 21.8 | 17.0 |
| Apprenticeships | (311) | 58.5 | 24.5 | 16.3 |
| Other Technologies | (55) | 61.8 | 14.5 | 23.7 |
| Business & Commerce | (134) | 50.0 | 22.4 | 25.4 |
| Art | (18) | 65.4 | 20.3 | 12.3 |
| Agriculture | (8) | 44.5 | 44.5 | 11.1 |
| Health Sciences, etc. | (6) | 75.0 | 12.5 | 12.5 |
| Total Sample | (673) | 56.4 | 22.7 | 19.3 |

General Studies and Other Technologies teachers (who generally selected evening and morning rather than afternoon sessions).

Insofar as there is a bias away from afternoon sessions, this may be thought to reflect a tendency among teachers to have selected classroom rather than laboratory or workshop lessons. Recalling Table 4.5 of the preceding chapter, there is apparently some tendency for practical work to be timetabled more often into afternoon sessions. In particular, it can be seen from Table 4.5 that subject-matter teaching is about 50% more likely to be the emphasis in morning lessons than is practical work. In the evening, subject-matter teaching is two-and-a-half times more prominent than lab work.

There is, on the other hand, good indirect support for the belief that 'lesson' has been interpreted in the broad sense described in the previous section. As will be seen later, the reporting of quite long lessons, most of which included a change from theory to practical work, was the rule rather than the exception. Seemingly, TAFE teachers tend to interpret any continuous period of time with the same group of students as a lesson, even though it frequently involves changes of setting, pattern of student organization, or teaching focus, and may involve both direct teaching and supervision of students doing practical work. Thus, while there *is* a bias in favour of morning sessions, this may not in fact result in any serious under-representation of the practical teaching or supervision aspects of TAFE teachers' work.

The dates indicated for the lessons allowed a check to be made on the recency of the lesson (one would tend to be somewhat suspicious of lessons dredged up from some distant past) and the particular days of the week featured. In terms of the former, the dates concentrated in three or four weeks extending from approximately one week before, to two or three weeks after, delivery of the questionnaire. As for the days involved, the distribution spread quite evenly over the five week days. Neither of these findings would seem to give cause for concern about the validity or representativeness of the choices, as far as recency and position in the week are concerned.

## 5.3 Size of Class in Typical Lessons

Classes described by the teachers were predominantly quite small. As can be seen in Table 5.2, almost half of the sample (44%) indicated their class size in the range of 11 to 15 students. This pattern, as will be seen later, persists in all teaching areas except Business and Commerce where the modal range is slightly higher. Less than 10% of the total sample described a class of more than 20 students.

TABLE 5.2. DISTRIBUTION OF CLASS SIZE IN RESPONDENTS' TYPICAL LESSON (N=673)

| Class sizes | 1-5 | 6-10 | 11-15 | 16-20 | 21-25 | 26-30 | 31-35 | Unsp. |
|---|---|---|---|---|---|---|---|---|
| Relative frequency (%) | 1.2 | 20.1 | 43.8 | 22.9 | 7.6 | 1.8 | 0.1 | 2.5 |

Table 5.3 shows the distribution of reported class size for each of the teaching area clusters.[1] The very small classes (n≤10) are more common among Apprenticeship and Other Technologies teachers than other areas, perhaps reflecting a greater likelihood for close integration between theory-teaching and related practical work in those areas. Large classes (n>20) are most common in the General Studies (25%) and Health Sciences (33%) areas. In the former, at least, the teaching relates predominantly to the TAE subjects where classes might naturally be expected to reflect secondary school rather than TAFE patterns.

Regardless of teaching area, and despite the predominance of relatively small classes, TAFE teachers described classes that are

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[1] Row totals in this and other tables may not always be 100%. Discrepancies are accounted for by a proportion of teachers (not constant across tables) who omitted the item concerned.

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TABLE 5.3. PERCENT (%) OF RESPONDENTS IN EACH AREA CLUSTER REPORTING CLASS SIZES IN FOUR RANGES

| | Percent of each area cluster reporting class size in the range | | | |
|---|---|---|---|---|
| | <10 | 11-15 | 16-20 | 21+ |
| General Studies (78) | 19.2 | 32.1 | 21.8 | 24.6 |
| Apprenticeships (311) | 24.7 | 57.6 | 12.2 | 5.4 |
| Other Technologies (55) | 23.6 | 30.9 | 29.1 | 10.9 |
| Business & Commerce (134) | 11.9 | 23.9 | 47.0 | 15.6 |
| Art (18) | 16.3 | 49.0 | 28.6 | 2.0 |
| Agriculture (8) | 22.2 | 44.1 | 16.7 | 16.7 |
| Health Sciences, etc. (6) | 12.5 | 37.5 | 12.5 | 32.5 |
| Total sample (673) | 21.3 | 43.8 | 22.9 | 9.5 |

substantially different in size. The overall variability in reported sizes was greater among General Studies, Other Technologies and Business and Commerce teachers than those in other clusters. The variability was least among Apprenticeship teachers.

## 5.4 Length of Typical Lessons

The lessons described by almost half of the TAFE teachers (44%) were between 1½ and 2 hours long. Only a relatively small proportion (16%) of the sample reported a duration less than this. On the other hand, almost one-quarter of the sample described a lesson lasting for more than 3 hours. As can be seen in Table 5.4[1], the emphasis was clearly on a relatively long time block. Insofar as this is typical of TAFE teaching, the TAFE teacher would appear to spend longer periods in contact with single groups of students than is believed to be the norm for other tertiary-level or secondary school teachers.

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[1] In each case the intervals include all reported times from (and including) the indicated lower bound, up to (but *not* including) the indicated upper bound. A lesson of 2 hours, for example, has been placed in the interval (2→3) rather than (1½→2).

TABLE 5.4. DISTRIBUTION OF REPORTED LENGTHS OF RESPONDENTS' TYPICAL LESSONS (N=673)

| Length of lesson (hrs) | → 1 | 1 → 1½ | 1½ → 2 | 2 → 3 | 3 → 4 | 4 → |
|---|---|---|---|---|---|---|
| Relative frequency (%) | 10.7 | 4.9 | 43.8 | 16.5 | 18.7 | 4.9 |

Lesson-length profiles are shown in Figure 5.1 for the five largest area clusters. Perhaps the most remarkable feature of these is their similarity, particularly for the first three clusters. Recalling the comments made earlier about the apparent preference among Business and Commerce teachers for slightly longer base modules, the profile for these teachers also suggests the same general distribution. Art teachers, however, evidently favour lesson blocks that typically are up to an hour longer than those common in other areas. In fact, only one-sixth of the Art teacher sample described a lesson less than 2 hours in length; the figure is close to 50% in each of the other area groups. Lessons of more than 4 hours duration were reported in all areas except General Studies and Health Sciences (the latter is not shown here).

## 5.5 Settings of the Typical Lessons

Respondents used a variety of labels to describe their teaching settings, though it was possible during coding to group these under a few generic categories. The three used to reduce the data were

a. classroom, theory room, etc.,
b. lab, studio, workshop, etc.,
c. field or other 'on-site' setting.

The second of these was used to place any special purpose facility used for students' practical work. It included paint shops, kitchens, hairdressing salons, typing rooms, model offices and the like. The third allowed for coding of outside 'live work' and various skills-practice exercises.

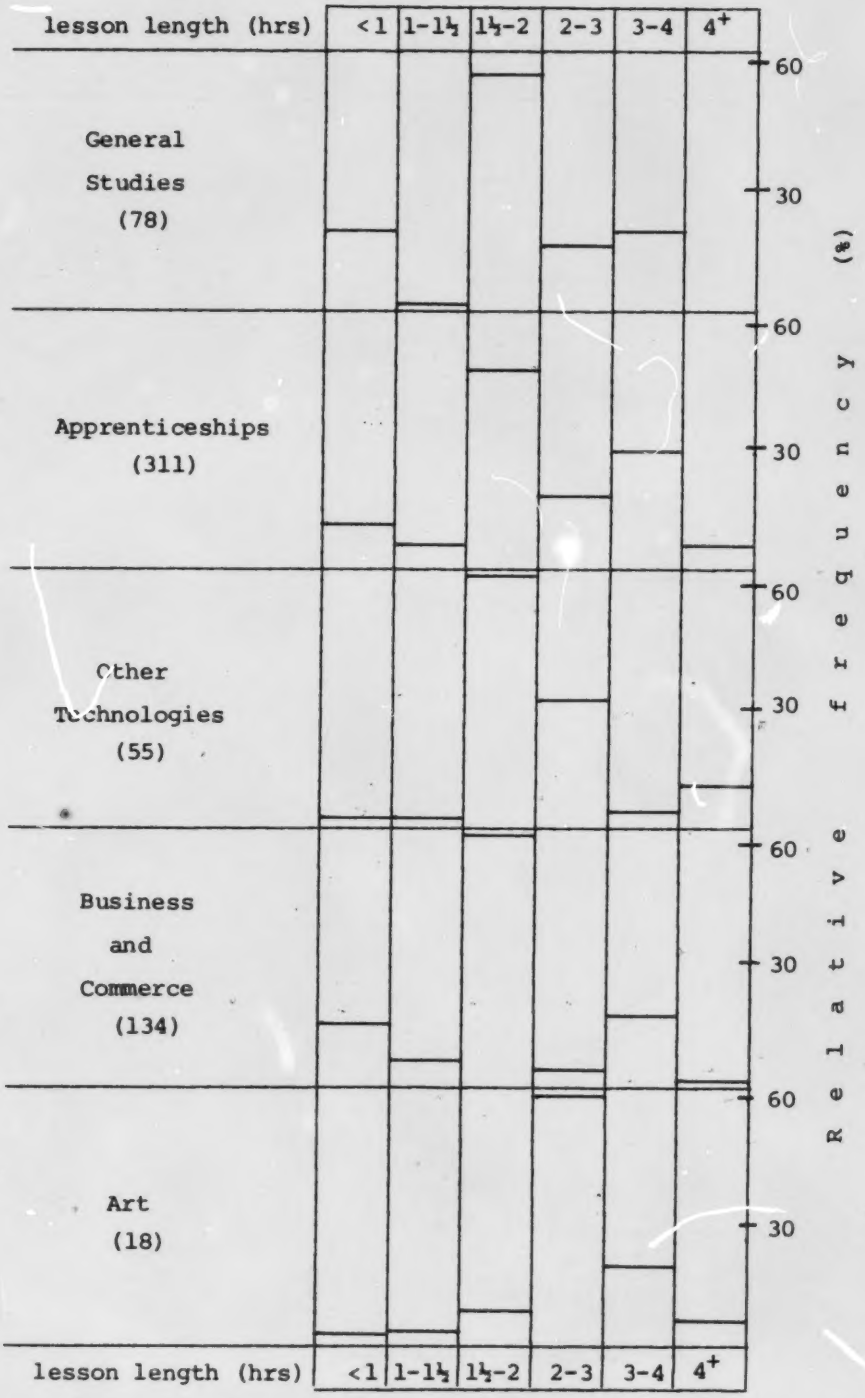


Figure 5.1. Profile distributions of lengths reported for typical lessons in five area clusters.

In describing lesson setting, teachers were asked to note any changes of setting during the period. The second and third columns of Table 5.5 have been used to record any subsequently mentioned settings. The proportion of respondents shown as 'unspecified' in the second column can be used to infer the proportion who stayed in the one setting for the full time. By subtracting the second-column 'unspecified' from that in the third, one can infer the proportion who worked in two settings during the lesson.

By and large, teachers tended to remain in one setting for all of the typical lesson. As few as 13% of the sample reported any change at all, and an almost negligible number (0.3%) changed to a third setting.[1]

TABLE 5.5. PERCENT (%) OF TOTAL SAMPLE INDICATING PARTICULAR INSTRUCTIONAL SETTINGS FOR THE TYPICAL LESSON (N=673)

| | I<br>First (or only) setting | II<br>Second setting (where relevant) | III<br>Third setting (where relevant) |
|---|---|---|---|
| Classroom, theoryroom, etc. | 73.7 | 0.1 | - |
| Lab studio, workshop, etc. | 25.0 | 12.6 | 0.3 |
| Field or other 'on-site' setting | 0.7 | 0.7 | - |
| Unspecified | 0.6 | 86.6 | 99.7 |

[1] Where changes did occur, they were predominantly in the direction of classroom to laboratory or other practical setting rather than vice versa. Those who started the lesson in a field setting, however, frequently returned to a laboratory, workshop or classroom before the lesson ended.

While change of setting was certainly not common, it can be seen from the cross-tabulated data in Table 5.6 that the likelihood of changing is related (though not altogether linearly) to increasing lesson length. Almost two-thirds of the teachers with a lesson lasting more than 3 hours reported changing setting at some time during the period. Perhaps not surprisingly, fewer than 30% of those reporting one shorter than 2 hours were involved in any change of setting once the lesson had begun.

The likelihood of changing setting varies from one area cluster to another as can be seen from the second part of Table 5.6. The proportion of teachers who changed setting was least for Business and

TABLE 5.6. PERCENT (%) OF RESPONDENTS INDICATING SOME CHANGE OF SETTING DURING THE TYPICAL LESSON. (ANALYSIS ACCORDING TO LENGTH OF LESSON AND AREA CLUSTER.)

| Length of lesson | % indicating some change of setting | Area cluster | % indicating some change of setting |
|---|---|---|---|
| Up to 1 hour (72) | 2.8 | General Studies (78) | 14.1 |
| 1-1½ hours (33) | 15.2 | Apprentice-ships (311) | 17.0 |
| 1½-2 hours (295) | 9.8 | Other Technologies (55) | 12.7 |
| 2-3 hours (111) | 13.5 | Business & Commerce (134) | 5.2 |
| 3-4 hours (126) | 20.6 | Art (18) | 14.3 |
| 4+ hours (33) | 39.4 | Agriculture (8) | 22.2 |
| | | Health Sciences, etc. (6) | 12.5 |

Commerce (5%), and highest in the Apprenticeship areas (17%). Interestingly, this latter group also had the highest proportion (see Figure 5.1) reporting a lesson lasting longer than 3 hours.

As far as the settings *per se* are concerned, the overwhelming majority of teachers (73%) described a classroom or other formal instructional setting; at least 60% of these apparently stayed in that setting for the whole time. One-quarter of the sample indicated teaching in some kind of practical work setting. About half of these stayed there until the lesson ended. Field work was rarely reported as part of what respondents considered to be their typical lessons. Less than 2% of the sample reported anything other than classroom or laboratory teaching. Those who mentioned field work at all were from surveying (two teachers) and building, electrical or painting trades (six teachers).

The data can also be considered from another angle. Table 5.7 shows, for each of the three categories of setting, the proportions of

TABLE 5.7. PERCENT OF RESPONDENTS INDICATING HAVING SPENT AT LEAST SOME TIME IN THREE INSTRUCTIONAL SETTINGS DURING THE TYPICAL LESSON

| | Percent of respondents indicating having spent <u>some</u> time in | | |
|---|---|---|---|
| | Classroom, theory room, etc. | Lab, studio, workshop, etc. | Field or other 'on-site' setting |
| General Studies (78) | 83.3 | 30.8 | - |
| Apprenticeships (311) | 75.9 | 39.2 | 1.6 |
| Other Technologies (55) | 81.8 | 27.2 | 3.6 |
| Business & Commerce (134) | 76.1 | 26.8 | - |
| Art (18) | 34.7 | 73.4 | 4.0 |
| Agriculture (8) | 61.1 | 44.5 | 16.7 |
| Health Sciences, etc. (6) | 75.0 | 37.5 | - |
| Total Sample | 73.8 | 37.1 | 0.7 |

teachers in each area group who spent at least some time in a setting of that type. As far as classroom settings are concerned, Art teachers stand out as spending notably less time there than do other TAFE teachers. In all other areas the proportion of teachers who were involved in a classroom at least some of the time is substantially above 50%. General Studies and Other Technologies showed the highest proportions of teachers (in excess of 80%) involved in classroom situations.

## 5.6 Modes of Student Organization

As with the preceding section, it was necessary to code respondents' somewhat variable and imprecise terminology according to a limited number of groupings. The three categories established for this purpose were

a. teacher working with, or instructing, the class as a whole,

b. students working together in small groups (with or without the teacher), and

c. students working individually.

Classifications at these relatively gross levels could be made with a high degree of reliability.

The proportions of the total sample indicating the three forms of organization are shown in Column 1 of Table 5.8 (Columns II and III were used, as before, to record additional modes reported by those who described changes during the lesson.)

TABLE 5.8 PERCENT (%) OF TOTAL SAMPLE INDICATING PARTICULAR MODES OF ORGANIZATION IN THE TYPICAL LESSON (N=673)

| | I<br>First (or only) mode | II<br>Second mode (where relevant) | III<br>Third mode (where relevant) |
|---|---|---|---|
| Whole of class activity | 82.5 | 25.1 | 9.9 |
| Students group work | 7.4 | 14.0 | 3.3 |
| Individual student work | 9.7 | 34.3 | 15.8 |
| Unspecified | 0.4 | 26.6 | 71.0 |

A little over half of the total sample made some reference to having students work on their own at some stage during the lesson. At the same time, virtually all of the sample indicated some direct instructional time being spent working with the whole class at once. More than 60% made mention of assigning work to sub-groups of students, or working with one group while other groups worked relatively independently.

Changes in the mode of student organization were both more common and more varied than were changes in teaching setting. Where changes did occur, they were mainly in the direction from initial whole-of-class instruction or preparation to group or individual work. It was relatively common for a number of changes to be described by the one teacher; often these were cyclic in form as the teacher alternately brought the class together and then assigned further individual or group work.

Table 5.9 shows the same data broken out into the seven area clusters. The Roman numerals against the rows in each area cluster correspond to the column headings of Table 5.8 Entries in the right-most column of Table 5.9 indicate the proportions of teachers who changed to a second mode (the upper figure) and to a third mode respectively. Quite clearly, changing teacher-student interaction patterns during the lesson are the rule rather than exception. Rarely does the proportion of teachers describing at least three modes of organization drop below one-quarter of the area group.

The proportion indicating at least one change in student organization was highest for Business and Commerce teachers (85%) and General Studies teachers (81%). Proportions in the other area clusters are generally similar to each other, all being between 60% and 70%. The incidence of changing to a third mode is much more variable however. General Studies teachers are almost twice as likely to change to a third arrangement than are some others. Teachers of the Other Technologies are, for reasons that are not clear, by far the least likely (15%).

Table 5.10 relates the likelihood of reporting a change of organization to the length of the typical lesson. Interestingly, the

TABLE 5.9. PERCENT OF RESPONDENTS IN SEVEN AREA CLUSTERS WHO REPORTED PARTICULAR MODES OF STUDENT ORGANIZATION IN THE TYPICAL LESSON

| | | Whole-of-class activity | Student group work | Individual student work | % indicating change of organization |
|---|---|---|---|---|---|
| General Studies | I | 84.6 | 5.1 | 10.3 | |
| | II | 24.3 | 20.5 | 35.9 | 80.8 |
| (78) | III | 14.2 | 6.4 | 23.1 | 43.6 |
| Apprenticeships | I | 82.8 | 8.4 | 8.4 | |
| | II | 28.0 | 11.3 | 29.9 | 69.2 |
| (311) | III | 10.3 | 1.9 | 15.4 | 27.6 |
| Other Technologies | I | 85.4 | 7.3 | 7.3 | |
| | II | 12.7 | 10.9 | 41.8 | 65.5 |
| (55) | III | 5.4 | 5.5 | 3.6 | 14.5 |
| Business & Commerce | I | 83.6 | 8.2 | 8.2 | |
| | II | 25.4 | 19.4 | 40.3 | 85.1 |
| (134) | III | 10.4 | 2.2 | 18.7 | 31.3 |
| Art | I | 69.4 | 6.1 | 24.5 | |
| | II | 20.3 | 8.2 | 40.8 | 69.4 |
| (18) | III | 8.1 | 6.1 | 12.2 | 26.5 |
| Agriculture | I | 83.4 | 5.6 | 5.6 | |
| | II | 22.2 | 22.2 | 22.2 | 66.6 |
| (8) | III | 11.1 | - | 11.1 | 22.2 |
| Health Sciences | I | 75.0 | - | 25.0 | |
| | II | 12.5 | - | 25.0 | 62.5 |
| (6) | III | - | 12.5 | 12.5 | 25.0 |

TABLE 5.10. PERCENT (%) OF RESPONDENTS INDICATING SOME CHANGE IN STUDENT ORGANIZATION DURING THE TYPICAL LESSON. (ANALYSIS ACCORDING TO LENGTH OF LESSON AND AREA CLUSTER.)

| Length of lesson | % indicating some change of student organization | Area cluster | % indicating some change of student organization |
|---|---|---|---|
| Up to 1 hour (72) | 69.5 | General Studies (78) | 80.8 |
| 1 - 1½ hours (33) | 75.8 | Apprentice-ships (311) | 69.2 |
| 1½ - 2 hours (295) | 71.9 | Other Technologies (55) | 65.5 |
| 2 - 3 hours (111) | 73.9 | Business & Commerce (134) | 85.1 |
| 3 - 4 hours (126) | 87.9 | Art (18) | 69.4 |
| 4+ hours (33) | 75.8 | Agriculture (8) | 66.6 |
| Total sample (673) | 73.4 | Health Sciences, etc. (6) | 62.5 |

probability of changing organization appears not to be influenced greatly by lesson length, teachers in all cases indicating that changes of student organization are relatively common in their typical lessons.

## 5.7 Teaching Focus of Typical Lessons

Five coding categories were retained for classifying the descriptions offered by respondents in this part of the question:

a. Relevant theory, content, etc.,
b. Demonstrating trade or laboratory equipment,
c. Practice of relevant manual skills,
d. Practice or consolidation of relevant maths skills,
e. Practice in written and spoken communication.

While the first three of these would appear to be largely self-explanatory, some comment is probably warranted in relation to the last

two. The fourth category was used for any references to the teaching of mathematics or number work seen as incidental to, rather than a central aspect of, the subject content of primary concern. An example of this would be the revision of basic mensuration formulae by teachers in the Apprenticeship or Other Technologies areas. The fifth category catered for references to the teaching of skills in written communication or the use of exercises to improve logical or organized thinking. In the first, emphasis might be on skills of report writing, summarization, letter writing, preparation of applications, and the like. Examples of the second would include training in essay writing, content analysis, or the ability to follow a sequence of complex instructions.

Table 5.11 shows the proportions of each area cluster and the total sample who described their lesson in terms of these five focus categories. Again, the Roman row headings distinguish the first and subsequent foci of those who described shifts during the lesson. The intersections F-II indicate the percent of each group who stayed with the same basic content or objective for the entire lesson. Clearly, the General Studies teachers more often based the lesson on a number of sub-foci (or at least viewed their teaching intentions in such terms) than did teachers in the other areas.

In the sample as a whole, approximately 80% reported stressing theory or content teaching at least part of the time. The corresponding figure for demonstrating the use of laboratory or trade-specific equipment was 30%. The significantly lower proportion (9%) who referred to the assignment or supervision of student practical work is surprising -- though this might be explained by the tendency of most respondents to describe their lessons in terms of what they, the teachers, were doing. One presumes that student laboratory work was nevertheless quite common.

Columns D and E of Table 5.11 are of some interest. It is evidently quite common for General Studies teachers to emphasise skills of written or oral communication (including logical thinking), whereas this only shows up elsewhere among the Business and Commerce teachers. The teaching or revision of mathematics or number work features fairly consistently in all subject areas, but especially in Other Technologies and Business and Commerce where it was mentioned by teachers of

TABLE 5.11. LESSON-FOCUS PROFILES FOR TYPICAL LESSONS IN SEVEN AREA CLUSTERS

| | | A | B | C | D | E | F |
|---|---|---|---|---|---|---|---|
| General Studies (78) | I | 91.0 | 2.6 | - | 2.6 | 3.8 | - |
| | II | 1.3 | 23.1 | - | 12.8 | 30.8 | 32.1 |
| Apprentice-ships (311) | I | 78.8 | 16.1 | 3.9 | 0.6 | 0.3 | 0.3 |
| | II | 2.3 | 18.3 | 2.6 | 14.8 | - | 62.1 |
| Other Technologies (55) | I | 89.1 | 3.6 | 5.5 | 1.8 | - | - |
| | II | 1.8 | 14.5 | 7.3 | 25.5 | - | 50.9 |
| Business & Commerce (134) | I | 82.8 | 11.2 | - | 2.2 | 3.7 | - |
| | II | 1.5 | 14.2 | 1.5 | 18.7 | 11.9 | 52.2 |
| Art (18) | I | 49.0 | 24.5 | 26.5 | - | - | - |
| | II | 2.0 | 6.1 | 34.7 | 2.0 | - | 55.1 |
| Agriculture (8) | I | 83.3 | 16.7 | - | - | - | - |
| | II | - | 38.9 | - | - | - | 61.1 |
| Health Sciences (6) | I | 62.5 | 25.0 | 12.5 | - | - | - |
| | II | - | 25.0 | - | - | - | 75.0 |
| Total Sample (673) | I | 79.6 | 13.1 | 4.3 | 1.2 | 1.3 | 0.4 |
| | II | 1.8 | 17.1 | 4.6 | 14.6 | 6.1 | 55.9 |

A: Relevant theory, content, etc.
B: Demonstrating trade/lab equipment.
C: Practice of relevant manual skills.
D: Practice/consolidation of maths skills.
E: Practice of written communication.
F: Unspecified.

surveying, electronics, accountancy and other similar subject areas. The uncommonly low emphasis in General Studies reflects the coding of mathematics (i.e. the subject) under relevant content when the teacher was clearly a teacher of mathematics.

The relationship between the frequency of reporting changes in focus and the length of the lesson can be seen from the first of the cross-tabulations in Table 5.12. Again, the probability of change

TABLE 5.12. PERCENT (%) OF RESPONDENTS INDICATING SOME CHANGE OF FOCUS DURING THE TYPICAL LESSON (ANALYSIS ACCORDING TO LENGTH OF LESSON AND SEVEN AREA CLUSTERS)

| Length of lesson | % indicating change of focus | Area cluster | % indicating change of focus |
|---|---|---|---|
| Up to 1 hour (72) | 34.8 | General Studies (78) | 67.9 |
| 1 - 1½ hours (33) | 21.2 | Apprentice-ships (311) | 38.2 |
| 1½ - 2 hours (295) | 43.4 | Other Tech-nologies (55) | 49.1 |
| 2 - 3 hours (111) | 41.4 | Business & Commerce (134) | 47.8 |
| 3 - 4 hours (126) | 57.1 | Art (18) | 44.9 |
| 4+ hours (33) | 57.6 | Agriculture (9) | 38.9 |
| Total sample (673) | 44.5 | Health Sciences, etc. (6) | 25.0 |

increases generally with length of lesson; the non-linearity of the relationship, evident at the lower end, is presumably influenced by the concentration of General Studies teachers in the short-lesson category.

## 5.8 Summary

Emphasis in this chapter was on the contexts in which TAFE teachers typically do their teaching. Respondents to Part B of Questionnaire 1 were asked to describe a recent, typical lesson in terms of class size, length of lesson, organization of students, physical setting and content focus. Descriptions of the lessons were analysed to reveal the dominant settings, organization, and foci described and the distribution of class sizes and lesson lengths across the sample.

Classes described by the teachers were predominantly quite small, a pattern which was maintained in all areas except Business and Commerce where the modal class size was slightly larger. Nevertheless, there was substantial variability in the sizes of classes reported -- though the variability was greater in General Studies, Other Technologies and Business and Commerce teachers than elsewhere. Interestingly, the very small classes (less than ten students) were reported most often by Apprenticeships and Other Technologies teachers, perhaps reflecting a closer integration between theory-teaching and associated workshop activity in those areas.

The lessons described by almost half of the TAFE teachers were between 1½ and 2 hours long, only a small proportion reporting longer times. Again, there was considerable variation across teachers, although the tendency is clearly toward the longer time blocks (sometimes up to 4 or more hours) rather than shorter lessons. While the distributions of lesson lengths appear quite similar for most areas, Art teachers evidently favour lesson blocks that are up to an hour longer than those in other areas. Lessons of more than 4 hours, however, were reported for all areas except General Studies and Health Sciences.

As far as setting was concerned, the overwhelming majority of teachers described a classroom or other formal instructional setting, and most appeared to stay in the same setting for the lesson. About one-quarter of the sample described a laboratory, studio, workshop or other practical-work setting. Though change of setting was not common, where it did occur it appeared to be related to lesson length. While only 13% of the sample reported any change of setting, almost two-thirds of those with lessons lasting longer than three hours reported changing to another setting at some time during the session. As might be expected, tendency to change setting was highest for Apprenticeship teachers for whom the long block period and emphasis on related theory and practical teaching was the most common. In all areas, where changes occurred they were almost invariably in the direction of classroom to practical-work centre. Art teachers, by and large and in contrast to all other groups, clearly favoured the studio or other practical-work area in preference to classroom settings. In fact, only one-third of the Art teachers mentioned the latter in describing their typical lesson.

Over half of the total sample referred to having students work on their own or in small groups at some stage in the lesson, while almost all indicated some time being spent teaching the class as a group. Changes in organization were both more common and more varied than were changes in teaching setting, and a majority of teachers reported moving from whole-of-class instruction to small group activity or the assignment and checking of individual student work, though not necessarily in any uniform pattern. Quite clearly, changing teacher-student interaction patterns during the lesson are the rule rather than exception; rarely did the proportion describing at least three modes drop below one-third of the teachers in any area group.

Approximately 80% of the sample reported stressing theory or content teaching at least part of the time, while the proportion referring to practical-work activities was considerably smaller. Changes in lesson focus descriptions were less common than were changes in setting or organization. Though less clearly defined than was the case with these latter variables, the tendency to change lesson focus appears again to be related generally to increasing lesson length.

CHAPTER 6

# Teaching Practices and Strategies

## 6.1 Introduction

Preceding chapters discussed the kinds and spread of duties expected of TAFE teachers, and the settings in which their teaching is typically done. Data for both aspects came from the large initial sample of teachers who responded to the first questionnaire. That questionnaire was intended primarily to establish general patterns and overall trends rather than to provide details on any particular dimensions of TAFE teachers' work.

In contrast, the present chapter looks specifically at the formal instructional role of TAFE teachers, and at those activities, such as preparation and marking, which associate directly with it. As explained in Chapter 2, the rather more detailed analysis being sought necessitated a substantially longer questionnaire and a smaller sample[1] than applied in the first phase. As can be seen from the sections comprising Questionnaire 2, this part of the study focused on

Teachers' instructional activities/behaviours
Associated student activities
Instructional materials and equipment used
Planning and lesson preparation practices
Student assessment[2]

The return of 130 completed questionnaires represented a response rate of 65%. While perhaps biased by the absence of almost one-third

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1 Administration of this questionnaire coincided with the distribution of a third questionnaire to a comparable sample and the involvement of other teachers in the interview phase of the study.

2 The final section of Questionnaire 2, that dealing with student characteristics, is discussed in Chapter 8 where it is combined with a related section of Questionnaire 3.

of the sample drawn for this part of the study, the returned questionnaires provided data on close to 13% of the full-time, practising TAFE teachers in the State. No follow-up study of non-responding teachers was feasible, but subjective impressions of team members involved in the interviews (in which the response rate was virtually 100%) suggest that respondent bias through self-selection is unlikely to be serious. In any case, since the questionnaire emphasized descriptive rather than evaluative data, imbalances in demographic characteristics would probably be of greater consequence than lack of representativeness from a psychological or sociological point of view. The extent to which the responding sample can be taken as representative of the population in biographical terms was discussed in Chapter 3.

Analysis of the data has again been done, in the first instance, for the complete sample. Where appropriate, the data also have been discussed separately for the usual area clusters. Since the sampling was unstratified on area, certain groups have turned out to be numerically small, and patterns suggested by data from these areas therefore have to be treated with considerable caution. On the other hand, the sub-samples involved in the General Studies, Apprenticeship and Business and Commerce areas would seem to be large enough to yield meaningful profiles. Profiles are presented for all area clusters with the exception of Agriculture (three teachers) and Health Sciences (not represented in this sample), though the reader is reminded of the small sample sizes for Art (seven teachers) and Other Technologies (eight teachers). The sample included 23 General Studies teachers, 53 Apprenticeship teachers, and 26 from the Business and Commerce area.

## 6.2 Teachers' instructional activities

The data discussed in this section derive from Question 9, a set of rating scales in Questionnaire 2 relating to nineteen teacher activities. The activities were pre-specified to help respondents distinguish activities they might otherwise group together, and to facilitate comparisons of TAFE teaching with practices or approaches believed to be common at other levels. To protect against the possibility that the defined set did not reflect TAFE teaching styles or emphases, space was given for items to be inserted by respondents.[1]

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[1] This opportunity was taken up by only 3% of the sample, all of whom referred to some form of student contact (e.g. counselling, following up on assigned work, etc.) outside formal class time.

As a first step in completing Question 9, respondents were asked to rate each activity according to the frequency or regularity with which it featured in their own teaching. The pattern of responses from all respondents is shown in Table 6.1, the numerical values representing percentages of the total group rating the relevant item as being regularly, occasionally or never featured. To reduce the somewhat bewildering complexity in the tabulations, each activity has been coded in terms of the derived ratings shown in the last column. The codes were assigned according to the following criteria:

R -- Those activities rated by a majority (≥50%) of the sample as being a *regular* feature of their teaching.

S -- Those rated by a majority as being never a feature of their teaching. For the sample as a whole, these activities have been interpreted as being *seldom* featured.

V -- Those activities meeting neither of the above criteria. These have been interpreted as being featured *variably* by teachers in the sample.[1]

Dominating the overall picture is the apparent emphasis on lecturing and related expository activities. Along with these there is consistent emphasis on consolidation of concepts or facts, and on practical work and associated supervisory and assessment activities. In all cases, the percentage of teachers in the 'regular' category are sufficiently high to suggest a persistence of the pattern across most, if not all, of the major teaching areas. Taken overall, and in view of the very few additional activities inserted by respondents, the picture of TAFE teaching conveyed by Table 6.1 emphasises expository styles rather than anything less teacher-centred. However, within this general orientation the range of component behaviours or responsibilities

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[1] In most cases, the activities coded V show substantial (though not majority) proportions of teachers under each of the three primary rating categories. 'Variability' in this sense refers to variability across the sample rather than variable use by an individual teacher.

TABLE 6.1. RELATIVE EMPHASIS PLACED ON LISTED TEACHER ACTIVITIES IN OWN TEACHING[1]. (N=130)

| Teacher Activities | Regular | Occasional | Never | Derived Rating[2] R | V | S |
|---|---|---|---|---|---|---|
| Lecturing to whole class | 90 | 7 | 3 | R | | |
| Explaining to individuals/groups | 71 | 28 | 1 | R | | |
| Demonstrating techniques | 70 | 22 | 8 | R | | |
| Demonstrating principles | 67 | 28 | 5 | R | | |
| Dictating notes, etc. | 8 | 47 | 45 | | V | |
| Blackboarding notes, etc | 43 | 42 | 15 | | V | |
| Distributing/discussing notes | 41 | 51 | 8 | | V | |
| Helping students with set work | 55 | 39 | 6 | R | | |
| Checking/marking set work | 69 | 24 | 7 | R | | |
| Drilling concepts/facts | 42 | 39 | 19 | | V | |
| Consolidating concepts/facts | 74 | 24 | 2 | R | | |
| Diagnosing learning difficulties | 30 | 58 | 12 | | V | |
| Motivating disinterested students | 31 | 61 | 8 | | V | |
| Controlling difficult students | 7 | 58 | 35 | | V | |
| Supervising prac work | 74 | 12 | 14 | R | | |
| Observing prac work | 71 | 14 | 15 | R | | |
| Assessing in prac work | 65 | 21 | 14 | R | | |
| Organising/supervising groups | 35 | 50 | 15 | | V | |
| Computer aided instruction | 1 | 6 | 92 | | | S |

[1] Numerical entries are relative frequencies (%) within each listed activity.

[2] Codes: R -- In regular usage )
V -- Variable levels of usage ) See text for explanation
S -- Seldom used )

is wide, including supervisory, control, motivational, counselling, diagnostic and remediation roles for the teacher.[1]

Following the first ratings, respondents were asked to select the five activities they felt most typified their own teaching and to rank these from 1, the most commonly featured, to 5. Restricting the ranking to the first five was intended both to simplify the ranking process, and to lessen the likelihood that respondents would have to rank items that might not feature at all prominently in their own teaching. The distribution of ranks assigned by respondents is shown in Table 6.2. As with the earlier table, the numerical data have been reduced to simple letter codes, based this time on the proportions of teachers who included the items in their top five activities. The codes in this case were defined by the following criteria:

H -- Those items included among the top five by more than 50% of the teachers. These are interpreted as indicating activities of high importance among the teaching behaviours or intentions of the respondents.

L -- Those items included among the top five by fewer than 10% of the teachers. These have been interpreted as being of relatively low importance in describing the dominant activities of respondents.

M -- Those items meeting neither of the above criteria. These have been interpreted as being of moderate importance.

While the derived ratings are useful insofar as they highlight general trends in the data, they obviously discard some of the discriminatory power of the raw data. In attempting to interpret the findings, therefore, it is generally necessary to consult the original percentage distributions before conclusions about differences between different teacher sub-groups are drawn.

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[1] Some further interpretation of the generality or primacy of these latter aspects is offered later in this section.

TABLE 6.2. PROPORTIONS (%) OF RESPONDENTS INCLUDING LISTED ACTIVITIES AMONG THEIR PERSONAL FIVE TOP RANKINGS ON IMPORTANCE. (N=130)

| Teacher Activities | Personal Importance Ranking | | | | | Total % | Derived Rating[1] | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | | H | M | L |
| Lecturing to whole class | 60 | 10 | 2 | 1 | 2 | 75 | H | | |
| Explaining to individuals/ groups | 5 | 10 | 5 | 15 | 11 | 45 | | M | |
| Demonstrating techniques | 5 | 17 | 8 | 3 | 5 | 38 | | M | |
| Demonstrating principles | 3 | 8 | 12 | 9 | 3 | 35 | | M | |
| Dictating notes etc | | 2 | 2 | | 1 | 5 | | | L |
| Blackboarding notes, etc | 1 | 7 | 5 | 6 | 6 | 25 | | M | |
| Distributing/discussing notes | 1 | 7 | 4 | 3 | 5 | 20 | | M | |
| Helping students with set work | 2 | 2 | 6 | 6 | 2 | 18 | | M | |
| Checking/marking set work | | 4 | 6 | 11 | 11 | 32 | | M | |
| Drilling concepts/facts | 4 | 1 | 5 | 1 | 3 | 14 | | M | |
| Consolidating concepts/ facts | 1 | 6 | 9 | 7 | 6 | 29 | | M | |
| Diagnosing learning difficulties | | | 1 | 3 | 7 | 11 | | M | |
| Motivating disinterested students | | | 1 | 2 | 1 | 4 | | | L |
| Controlling difficult students | | | 1 | | 1 | 2 | | | L |
| Supervising prac work | 6 | 10 | 12 | 8 | 4 | 40 | | M | |
| Observing prac work | | 3 | 11 | 4 | 4 | 22 | | M | |
| Assessing in prac work | | 2 | 2 | 7 | 13 | 24 | | M | |
| Organising/supervising groups | 1 | 2 | 2 | 2 | 3 | 10 | | M | |
| Computer aided instruction | | 1 | | | 1 | 2 | | | L |

[1] Codes: H -- High importance
M -- Moderate importance
L -- Low importance

From Table 6.2, the predominance of lecturing is again clear, though it now separates more markedly from the other listed activities. Interestingly, while 'motivating disinterested students' and 'controlling difficult students' appeared on the basis of Table 6.1 to be quite prevalent, both achieved only low (L) importance ratings in Table 6.2. That is, while they are possibly emphasized at some time or another by most teachers, fewer than 10% of the sample included them in their top five.

The derived ratings in Tables 6.1 and 6.2 were intended primarily to facilitate comparisons between different area clusters. Table 6.3 shows the results of coding the raw data separately for General Studies, Apprenticeships, Other Technologies, Business and Commerce, and Art teachers. These are shown alongside the ratings for the sample as a whole. For simplicity, codes are printed for the area clusters only where their ratings lie outside the overall consensus. In the case of 'lecturing' for example, the absence of ratings under the five area clusters implies that each cluster attained the overall consensus rating of R. In contrast, three area clusters lie outside the consensus for the activity 'drilling concepts or facts' -- the two empty cells for General Studies and Apprenticeship teachers imply V ratings, the rating shown in the first column. In terms of the importance ratings for this item, the first four area clusters obtained a rating of moderate (M) importance while Art teachers alone are below the group consensus.

The data on which the importance ratings of Table 6.3 were derived are shown in Table 6.4. Corresponding raw data can be found in Appendix 6. The discussion which follows will be based primarily on Table 6.3, although there is often a need to refer to Table 6.4 and Appendix 6 for more-subtle interpretations.

Perhaps the most striking feature of the data in Table 6.3 is the consistent emphasis across area groups for the first four listed teaching activities. In each case, more than half of the teachers in all groups (with two exceptions for General Studies teachers) rated these as being a regular (R) feature of their teaching. In terms of importance ratings, the pattern persists in the main, although 'lecturing' is the only one in the set to have been rated among the top five activities by all groups.

TABLE 6.3. RELATIVE EMPHASIS AND IMPORTANCE RATINGS[1] OF LISTED ACTIVITIES BY TEACHERS IN FIVE AREA CLUSTERS[2].

| Teacher Activities | Degree of Emphasis | | | | | | Importance | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | All | GS | App | OT | BC | Art | All | GS | App | OT | BC | Art |
| Lecturing to whole class | R | | | | | | H | | | | | |
| Explaining to individuals/groups | R | | | | | | M | H | | H | | H |
| Demonstrating techniques | R | V | | | | | M | | | | H | |
| Demonstrating principles | R | V | | | | | M | | | H | H | |
| Dictating notes, etc. | V | S | | | | | L | M | | | | |
| Blackboarding notes, etc | V | | R | R | | | M | | | | | L |
| Distributing/ discussing notes | V | | | | | | M | | | | | L |
| Helping students with set work | R | V | | | | | M | | | | | |
| Checking/marking set work | R | | | | | | M | H | | | | |
| Drilling concepts/facts | V | | | R | R | S | M | | | | | L |
| Consolidating concepts/ facts | R | | | | | | M | | | | H | |
| Diagnosing learning difficulties | V | | | | | R | M | | L | L | | |
| Motivating disinterested students | V | | | | | | L | | | | M | |
| Controlling difficult students | V | S | | | | S | L | | | | | |
| Supervising prac work | R | V | | | | | M | | H | H | | |
| Observing prac work | R | | | | | | M | | | | | |
| Assessing in prac work | R | V | | | V | | M | | | | L | |
| Organising/supervising groups | V | | | R | | | M | | | | L | L |
| Computer aided instruction | S | | | | | | L | | | | | M |

[1] Codes for 'Degree of Emphasis' and 'Importance' are as defined in Tables 6.1 and 6.2.

[2] Area codes: GS (General Studies), App (Apprenticeships), OT (Other Technologies, BC (Business and Commerce).

TABLE 6.4. PROPORTIONS (%) OF TEACHERS IN FIVE AREA CLUSTERS WHO INCLUDED THE LISTED ACTIVITIES AMONG THEIR PERSONAL FIVE TOP RANKINGS ON IMPORTANCE.

| Teacher Activities | General Studies (23) | Apprentice-ships (53) | Other Tech-nologies (8) | Business & Commerce (26) | Art (7) | Total Sample (130) |
|---|---|---|---|---|---|---|
| Lecturing to whole class | 78 | 77 | 75 | 73 | 28 | 75 |
| Explaining to individuals/groups | 60 | 40 | 75 | 31 | 71 | 45 |
| Demonstrating techniques | 13 | 47 | 25 | 50 | 29 | 33 |
| Demonstrating principles | 17 | 28 | 62 | 54 | 29 | 35 |
| Dictating notes, etc | 13 | 4 | | | | 5 |
| Blackboarding notes, etc | 26 | 33 | 37 | 35 | | 25 |
| Distributing/discussing notes | 26 | 15 | 12 | 27 | | 20 |
| Helping students with set work | 13 | 11 | 25 | 31 | 43 | 18 |
| Checking/marking set work | 51 | 26 | 37 | 35 | 14 | 32 |
| Drilling concepts/facts | 17 | 15 | 12 | 11 | | 14 |
| Consolidating concepts/facts | 36 | 11 | 12 | 54 | 29 | 29 |
| Diagnosing learning difficulties | 17 | 2 | | 11 | 37 | 11 |
| Motivating disinterested students | | 4 | | 11 | | 4 |
| Controlling difficult students | | 4 | | | | 2 |
| Supervising prac work | 26 | 62 | 62 | 11 | 14 | 40 |
| Observing prac work | 13 | 26 | 37 | 11 | 29 | 22 |
| Assessing in prac work | 22 | 36 | 12 | 8 | 29 | 24 |
| Organising/supervising groups | 17 | 11 | 12 | 4 | | 10 |
| Computer aided instruction | | | | | 14 | 1 |

Following these are the six items on helping students with set work, checking or marking their work, consolidating important concepts or facts, and supervising, observing or assessing students during practical work. Apart from the differences seen for General Studies teachers (who were below the general consensus on three items) and those in Business and Commerce (who tended as a group to place less emphasis on assessing in practical work) the general pattern of emphasis applies without major differentiation across all groups. Differences that do exist, can be seen from the importance ratings in Table 6.3 and the percentage figures compared in Table 6.4. Apprenticeship and Other Technologies teachers, for example, appear to be somewhat less likely than the others to see the drilling of facts as a dominant feature of their teaching, and somewhat more likely to emphasise supervision of practical work.

Among the items coded as variable (V) in emphasis, some contrasts can be seen across area clusters for four of the teacher activities. Though the blackboarding of notes attained a V rating within the General Studies, Business and Commerce and Art clusters, it was rated as being featured regularly (R) by more than half of the Apprenticeship and Other Technologies teachers. The same item received a low (L) importance rating within the Art teacher group while attaining a moderate (M) rating among each of the other area groups. Emphasis on drilling concepts or facts is seemingly quite uncommon (S) among Art teachers, quite commonly featured (R) by the majority of Other Technologies and Business and Commerce teachers, and variabily emphasised (V) by teachers in the General Studies and Apprenticeship areas.

The only other items worthy of note are those dealing with control of difficult students and the need for motivating disinterested ones. Evidently, neither of these is perceived as a particularly salient problem by TAFE teachers generally. In fact, only for Business and Commerce (11%) did the proportion including 'motivation' as a priority item exceed 10% of the teachers concerned. Similarly, not one teacher in General Studies, Other Technologies, Business and Commerce, or Art included controlling difficult students in their top five activities. The figure for Apprenticeship teachers, too, was almost negligible at 4%.

A supplementary question in this section of the questionnaire dealt with the involvement of TAFE teachers in team teaching. For the group as a whole, almost 40% of the teachers reported engaging in some kind of collaborative teaching of units or classes.[1] Most frequently this involved joining with other teachers to reduce the supervisory load of practical work sessions, and most often it occurred by formal timetabling arrangement. Some quite substantial differences, however, exist between the patterns of responses from the different area clusters. Table 6.5 shows the proportions of teachers in each area who reported particular team teaching arrangements. The modes or bases described in the table are categories formed from the descriptions given. The proportions of

TABLE 6.5. PROPORTIONS (%) OF RESPONDENTS ENGAGING IN DIFFERENT TEAM TEACHING ARRANGEMENTS.

| Use/Mode/Basis of Team Teaching | General Studies (23) | Apprentice-ships (53) | Other Tech-nologies (8) | Business & Commerce (26) | Art (7) | Total Sample (130) |
|---|---|---|---|---|---|---|
| Joining with others to help in practical sessions | 4 | 17 | | 4 | 14 | 11 |
| Timetabled together to share classes | | 13 | 25 | 19 | 14 | 12 |
| Splitting theory and practical work between two teachers | 4 | 6 | | 15 | | 6 |
| Teaching sub-units according to own expertise | 4 | 2 | | 4 | 29 | 4 |
| Informal arrangement with colleague in area | | 4 | 25 | 12 | 14 | 6 |
| Would favour team teaching if opportunity existed | | | | 4 | | 1 |

[1] It was not always clear whether the arrangements reported actually involved high levels of interaction and joint planning of teaching or assessment, or whether the teaming simply involved an allocation of discrete sub-units to different teachers.

teachers reporting some form of team teaching ranges from 16% for General Studies to 71% for Art. Around half of the teachers in the other areas reported some team teaching, although the arrangement for Apprenticeship teachers is just as likely to have been made informally rather than by any formal timetabling assignment. Recognition of individual expertise in particular sub-areas would appear to be more significant in determining team teaching responsibilities in Art than in other areas.

## 6.3 Student Activities

Following the format used for teacher activities, Question 10 asked the teachers to rate and rank a number of student activities presumed to apply in most formal instructional settings. As before, each activity was rated according to the regularity with which teachers felt it applied to the students in their own classes. The five considered most common were then ranked in order of importance.

Table 6.6 shows the response data reduced by the same coding schemes defined earlier. Again, ratings for individual area clusters are printed only when they lie outside the general consensus. Percentage data on which the importance ratings were based, are shown in Table 6.7; the raw data from which both tables derive are contained in Appendix 6.

With regard to the three student activities achieving R-ratings for the group as a whole, it is interesting to note that each of these is rated also as high (H) on importance or relative prevalence.[1] The departures by Art students from the general pattern, though, are fairly substantial; the proportion of Art teachers including student note-taking, for example, in the five most common student activities was a low 14%. Nevertheless, and despite the surprisingly low proportion (18%) of General Studies, teachers including 'responding to questions' in the top five, the picture suggested by these three student activities is notably stable across most of the area groups. Certainly, it reinforces the impression gained from the teacher-activity profiles that TAFE

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[1] The two ratings are not independent of course. Had substantially more items been rated R in the first half of the table, one might have anticipated some rating discrepancies between the two sets. With only three R-rated items, concurrence between the top ratings in the two sets is to be expected.

TABLE 6.6. RELATIVE EMPHASIS AND IMPORTANCE RATINGS[1] OF LISTED ACTIVITIES BY TEACHERS IN FIVE AREA CLUSTERS[2].

| Student Activities | Degree of Emphasis | | | | | | Importance | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | All | GS | App | OT | BC | Art | All | GS | App | OT | BC | Art |
| Reading (to self or others) | V | | | | R | | M | | L | L | | |
| Writing (notes, records, etc.) | R | | | | | V | H | | | | | M |
| Discussing with teacher | R | | | | | | H | | | | | M |
| Discussing (in groups) | V | | | | | R | M | | | | | |
| Responding to questions | R | | | | | V | H | M | | | | M |
| Drawing (engineering etc) | N | | V | V | | V | M | L | | H | L | L |
| Drawing (painting, etc) | V | S | | S | S | R | L | | | M | | H |
| Planning projects, etc | V | S | | | | R | L | | | H | | M |
| Constructing models, etc | V | S | R | S | S | | M | L | | L | L | |
| Dismantling/assembling machinery, etc | S | | V | | | | L | | M | | | |
| Working with simulation machines, etc | S | | V | | | | M | | | L | L | L |
| Conducting experiments/ lab work | S | | V | | | V | M | | | | | |
| Working with 'live' models | V | S | R | S | S | R | M | L | | | | H |
| Field trips (alone) | S | | | | | V | L | | | M | | M |
| Field trips (with teacher) | V | S | | | | | L | | | M | | |
| Outside work experience | S | | | V | | V | M | L | | L | L | |

1 Codes for 'Degree of Emphasis' and 'Importance' are as defined in Tables 6.1 and 6.2.

2 Area codes: GS (General Studies), App (Apprenticeships), OT (Other Technologies), BC (Business and Commerce)

teaching relies for the most part on expository, teacher-centred instructional styles. That this appears to apply so uniformly across most of the area clusters is surprising, although the R-ratings in the Art area for planning projects, drawing, and discussing in groups does suggest a somewhat more student-centred, independent learning style for those teachers.

TABLE 6.7. PROPORTIONS (%) OF TEACHERS IN FIVE AREA CLUSTERS WHO INCLUDED THE LISTED ACTIVITIES AMONG THEIR PERSONAL FIVE TOP RANKINGS ON IMPORTANCE.

| Student Activities | General Studies (23) | Apprentice-ships (53) | Other Tech-nologies (8) | Business & Commerce (26) | Art (7) | Total Sample (130) |
|---|---|---|---|---|---|---|
| Reading (to self or others) | 56 | 7 | | 69 | 29 | 33 |
| Writing (notes, records, etc) | 91 | 64 | 87 | 81 | 14 | 70 |
| Discussing with teacher | 87 | 74 | 87 | 81 | 37 | 76 |
| Discussing (in groups) | 43 | 19 | 37 | 46 | 29 | 32 |
| Responding to questions | 18 | 62 | 62 | 81 | 29 | 66 |
| Drawing (engineering, etc) | 4 | 47 | 50 | | | 25 |
| Drawing (painting, etc) | 9 | 6 | 25 | | 57 | 9 |
| Planning projects, etc | 4 | 7 | 50 | 4 | 14 | 8 |
| Constructing models, etc | 9 | 45 | | | 29 | 25 |
| Dismantling/assembling machinery, etc | | 19 | | | | 8 |
| Working with simulation machines, etc | 13 | 26 | | 8 | | 16 |
| Conducting experiments/lab work | 30 | 21 | 25 | 11 | 14 | 21 |
| Working with 'live' models | 4 | 49 | 12 | 15 | 86 | 33 |
| Field trips (alone) | 4 | | 12 | | 14 | 2 |
| Field trips (with teacher) | 9 | 4 | 37 | 8 | | 8 |
| Outside work experience | 9 | 13 | | 8 | 14 | 11 |

Some fairly clear differentiation can be seen between Apprenticeship and other teaching areas when student involvement in workshop or laboratory-type activities is considered. As would be expected, constructing models, dismantling and assembling machines, and working with simulated equipment and 'live' models[1] all feature relatively more prominently in Apprenticeship classes than in most of the other areas. Exceptions to this overall impression arise most often for the more generally defined items (such as 'conducting experiments') or for those that have natural meaning in other areas (for example, the obvious relevance of 'live models' in the Art area).

## 6.4 Use of Instruction Materials and Equipment

Discussion in this section of the chapter refers to the data derived from Questions 13 through 19 of the second questionnaire. As a set, these were designed to (i) determine the kinds of materials and other aids available to and used by TAFE teachers, and (ii) gather teachers' perceptions of inadequacies or other problems in relation to them.

Table 6.8 shows, separately for each area cluster, the condensed data from Question 13 which listed fourteen items for rating and rank ordering. The coding criteria used to condense the basic data were as defined for the earlier items. Again, the derived ratings are printed for area clusters only where the ratings show some departure from the corresponding combined-group ratings. Table 6.9 shows the percentage data which led to the importance ratings in Table 6.8; data showing the distribution of the teachers' degree-of-use ratings are included in Appendix 6.

Clearly dominating Tables 6.8 and 6.9 is the almost uniformly high emphasis given to reliance on text-books and various kinds of

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1 As far as the team has been able to establish, the expression 'live work' applies fairly generally across most areas, though it will not (except in Art and Hairdressing, for example) necessarily refer to human or other living models. The more general usage seems to refer to work done in 'real' situations; an apprentice servicing a car for an external 'client' might be considered as doing 'live work', whereas one working on a workshop or bench model would not.

TABLE 6.8. RELATIVE USAGE AND IMPORTANCE RATINGS[1] OF LISTED MATERIALS BY TEACHERS IN FIVE AREA CLUSTERS[2].

| Instructional Materials | Degree of Use | | | | | | Importance | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | All | GS | App | OT | BC | Art | All | GS | App | OT | BC | Art |
| Textbooks | R | | | V | | V | H | | | | | M |
| Reference books | V | | | | | R | H | | M | | | |
| Films | V | | | | | | M | | | H | | |
| Professional journals | V | | | | | | M | L | | | | |
| Videotapes | S | | | V | | V | L | M | | M | | |
| Student journals | S | | | | | V | L | | | | | M |
| Displays/exhibits | V | N | | | | R | M | | | | L | H |
| Photographs/pictures | V | | | | | | L | | | | | M |
| Audiotapes | S | V | | | V | | M | | L | L | | L |
| Wall charts/maps etc | V | | | | | S | M | | | | L | L |
| Handouts/worksheets | R | | | | | V | H | | | | | L |
| Overhead transparencies | V | | R | R | | S | H | M | | | M | L |
| Slides/filmstrips | V | | | | | | M | | L | L | | |
| Live/working models | V | S | R | | S | R | M | L | H | | | H |

1 Codes for 'Degree of Emphasis' and 'Importance' are as defined in Tables 6.1 and 6.2.

2 Area codes: GS (General Studies), App (Apprenticeships), OT (Other Technologies), BC (Business and Commerce)

handouts or worksheets. The marked extent to which Art teachers, however, do not adhere to this pattern is evident from the percentage figures in Table 6.9. With the exception of Apprenticeship teaching, the use of reference books[1] is also prominent. Interestingly, the Art teachers' apparent disdain for textbooks does not apply to the use of reference material; among the five area groups, Art is the only cluster in which more than half of the group rated reference books as being in regular use.

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1 Owing to the ambiguity inherent in this item of Question 13, it is not clear whether this refers to student or teacher use of reference books.

TABLE 6.9. PROPORTIONS (%) OF TEACHERS IN FIVE AREA CLUSTERS WHO INCLUDED THE LISTED MATERIALS AMONG THEIR PERSONAL FIVE TOP RANKINGS ON IMPORTANCE.

| Instructional Materials | General Studies (23) | Apprentice-ships (53) | Other Tech-nologies (8) | Business & Commerce (26) | Art (7) | Total Sample (130) |
|---|---|---|---|---|---|---|
| Textbooks | 83 | 95 | 100 | 92 | 29 | 81 |
| Reference books | 52 | 49 | 62 | 65 | 57 | 56 |
| Films | 46 | 43 | 62 | 42 | 29 | 46 |
| Professional journals | 4 | 15 | 12 | 31 | 29 | 16 |
| Videotapes | 13 | 2 | 12 | 4 | | 4 |
| Student journals | | | | 8 | 14 | 2 |
| Displays/exhibits | 17 | 15 | 12 | 8 | 57 | 18 |
| Photographs/pictures | 4 | 2 | | 4 | 14 | 4 |
| Audiotapes | 26 | | | 42 | | 13 |
| Wall charts/maps etc | 26 | 34 | 38 | 8 | | 24 |
| Handouts/worksheets | 83 | 68 | 87 | 69 | | 71 |
| Overhead transparencies | 39 | 66 | 87 | 38 | | 54 |
| Slides/filmstrips | 39 | 9 | | 15 | 43 | 18 |
| Live/working models | 9 | 53 | 25 | 11 | 57 | 35 |

Among the items relating to audio-visual materials, only films and overhead transparencies appear to be used in any widespread way; video tapes are evidently not commonly used, and audio tapes were listed among the five most commonly used by teachers in General Studies and Apprenticeship areas only.

The high percentage figures in Table 6.9 for live/working models in the Apprenticeship and Art areas appears to be consistent with earlier comments relating to student activities.

Tables 6.10 and 6.11 show corresponding data for a number of commonly available items of equipment. Typical of almost all educational levels, is the popularity or high level of usage for the chalk/whiteboard and the photocopier, though the latter is evidently a more important aid to teachers in the General Studies, Other Technologies and Business and Commerce areas than elsewhere. Not surprisingly, the first two of these were rather clear leaders in their emphasis on written or other handouts in Table 6.9.

TABLE 6.10. RELATIVE USAGE AND IMPORTANCE RATINGS[1] OF LISTED ITEMS BY TEACHERS IN FIVE AREA CLUSTERS[2].

| Instructional Equipment | Degree of Use | | | | | | Importance | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | All | GS | App | OT | BC | Art | All | GS | App | OT | BC | Art |
| Chalk/whiteboard | R | | | | | V | H | | | | | |
| Duplicator | V | | | | R | | M | H | | | H | |
| Photo-copier | R | | V | | | V | H | | | | | M |
| Video, tape recorder | S | | | | | | L | M | | M | | |
| Television receiver | S | | | | | | L | M | | | | |
| Still picture camera | S | | | V | | V | L | | | | | M |
| Motion picture camera | S | | | | | | L | | | | | |
| Slide/filmstrip projector | V | | | | | | M | | | | | |
| Motion picture projector | V | | | | | | M | | | | | |
| Overhead projector | V | | R | R | | S | H | M | | | | L |
| Audio-tape-recorder | S | V | | | V | V | M | | L | L | H | |
| Computer | S | | | V | | | L | | | M | | |
| Live equipment | V | S | R | | S | S | M | | H | H | H | |

1 Codes for 'Degree of Emphasis' and 'Importance' are as defined in Tables 6.1 and 6.2.

2 Area codes: GS (General Studies), App (Apprenticeships), OT (Other Technologies), BC (Business and Commerce).

TABLE 6.11. PROPORTIONS (%) OF TEACHERS IN FIVE AREA CLUSTERS WHO INCLUDED THE LISTED ITEMS AMONG THEIR PERSONAL FIVE TOP RANKINGS ON IMPORTANCE.

| Instructional Equipment | General Studies (23) | Apprentice-ships (53) | Other Tech-nologies (8) | Business & Commerce (26) | Art (7) | Total Sample (130) |
|---|---|---|---|---|---|---|
| Chalk/whiteboard | 87 | 81 | 87 | 88 | 57 | 83 |
| Duplicator | 66 | 32 | 37 | 69 | 14 | 43 |
| Photo-copier | 65 | 51 | 75 | 77 | 14 | 61 |
| Video, tape recorder | 13 | 2 | 25 | 4 | | 5 |
| Television receiver | 13 | 4 | | 4 | | 5 |
| Still picture camera | | | | | 29 | 2 |
| Motion picture camera | | 2 | | | | 1 |
| Slide/filmstrip projector | 39 | 26 | 25 | 11 | 43 | 25 |
| Motion picture projector | 66 | 47 | 37 | 35 | 29 | 45 |
| Overhead projector | 43 | 66 | 50 | 65 | | 38 |
| Audio-tape-recorder | 35 | 4 | | 54 | 29 | 21 |
| Computer | 4 | | 12 | | | 1 |
| Live equipment | 9 | 62 | 50 | 19 | 14 | 41 |

On the basis of the data in the four tables discussed in this section, there appears to be little to suggest any marked differences from teachers at other levels, except that the emphasis in the use of materials and other aids is again more consistent with teacher-centred, expository teaching than anything else.

Close to 40% of the respondents cited (in Question 14) items of equipment or materials they claim they would like to use but which, for one reason or another, they do not. A little over one-third of these teachers gave lack of finance to purchase additional materials as the major inhibiting factor; smaller numbers of teachers pointed to inappropriate physical facilities needed for use or storage, or for the

lack of suitable software. Only very small numbers instanced lack of time or lack of personal knowledge as the main inhibitors. As for the items themselves, the video recorder/playback system was the most commonly cited.

The overwhelming majority of teachers in this sample claimed to be satisfied with the extent, quality and effectiveness of their use of instructional aids. For the few dissatisfied teachers, lack of time, personal inexperience, or general organizational difficulties were the major factors identified.

In general, the data described in this section correspond closely with impressions gained by team members during site visits and teacher interviews. Overall, the use of supplementary instructional aids in TAFE teaching appears to be somewhat unadventurous, though this may not differ markedly from usage by teachers at other levels.

## 6.5 Planning and Lesson Preparation

The proportions of teachers who reported various aspects or components of planning in their lesson preparation are shown in the right-hand portion of Table 6.12. The same components had been arranged in checklist form in Question 7 of the questionnaire; no opportunity for write-in responses or any form of other elaboration was provided.

The codes shown in the extreme right of the table refer to the whole-sample figures. The codes were defined arbitrarily as follows:

H - Those items cited by more than two-thirds of the group. (High)

L - Those cited by less than one-third of the group. (Low)

M - Those items meeting neither of the above conditions. (Moderate)

Interestingly, no item achieved a low-importance rating, although consideration of how lesson effectiveness might be evaluated features less prominently than most of the others. While it appears that TAFE teachers as a group tend not to worry much about developing in advance

TABLE 6.12. PROPORTIONS (%) OF RESPONDENTS INDICATING PARTICULAR COMPONENTS IN OWN LESSON PREPARATION.

| Component of Lesson Preparation | General Studies (23) | Apprentice-ships (53) | Other Tech-nologies (8) | Business & Commerce (26) | Art (7) | Total Sample (130) | Importance H | Importance M |
|---|---|---|---|---|---|---|---|---|
| General aims of lesson | 52 | 89 | 100 | 81 | 71 | 79 | H | |
| Knowledge or skills to be attained | 44 | 75 | 63 | 69 | 57 | 66 | | M |
| Concepts to be developed | 74 | 53 | 75 | 77 | 57 | 63 | | M |
| Prior knowledge or skills assumed | 39 | 51 | 63 | 65 | 57 | 52 | | M |
| Steps to follow in presentation, etc. | 78 | 79 | 63 | 93 | 71 | 81 | H | |
| Examples, etc. to be used | 74 | 87 | 88 | 96 | 71 | 85 | H | |
| Line of questioning to be followed | 30 | 42 | | 48 | 14 | 38 | | M |
| Exercises for individual student work | 87 | 74 | 88 | 93 | 85 | 79 | H | |
| Homework or private study to be set | 74 | 42 | 63 | 89 | 29 | 57 | | M |
| Basis for evaluating success of lesson | 26 | 45 | 25 | 56 | 29 | 41 | | M |

the line of questioning they might use in teaching (something one might expect to see with teacher-centred instruction), the very high emphasis on planned presentation (81%) suggests that the former might have been misunderstood by many teachers.

The extent to which particular sub-groups fit the overall patterns can be seen from Table 6.12 or from the reduced form shown in Table 6.13. Teachers in all areas typically include examples or illustrations to be used and exercises to be set for individual student work, and in all areas some explicit reference was made to prior knowledge or skills assumed. The relatively poor showing among General Studies teachers for consideration

TABLE 6.13. COMPARISON OF NATURE OF LESSON PREPARATION[1] USED BY TEACHERS IN DIFFERENT AREA CLUSTERS[2].

| Component of Lesson Preparation | All | GS | App | OT | BC | Art |
|---|---|---|---|---|---|---|
| General aims of lesson | H | M | | | | |
| Knowledge or skills to be attained | M | | H | | H | |
| Concepts to be developed | M | H | | H | H | |
| Prior knowledge or skills assumed | M | | | | | |
| Steps to follow in presentation, etc | H | | | M | | |
| Examples, etc. to be used | H | | | | | |
| Line of questioning to be followed | M | L | | L | | L |
| Exercises for individual student work | H | | | | | |
| Homework or private study to be set | M | H | | | H | L |
| Basis for evaluating success of lesson | M | L | | L | | L |

[1] Level codes: H -- High frequency of inclusion ($\geq$ 2/3)
M -- Moderate frequency of inclusion
L -- Low frequency of inclusion (< 1/3)

[2] Area codes: GS (General Studies), App (Apprenticeships), OT (Other Technologies)

of general aims is offset by the significantly higher proportion who emphasise concepts to be developed.

Table 6.14 shows the contexts in which TAFE teachers typically do their lesson preparation. Across all areas, teachers prepare their lessons largely alone or in cooperation with others, though the latter is apparently less likely to happen in General Studies and Art than elsewhere. By combining the second and fifth categories of the table, it would appear that preparation in most areas is, at least to some substantial extent, constrained by external guidelines or syllabus

TABLE 6.14. PROPORTION (%) OF SAMPLE INDICATING PARTICULAR LESSON PREPARATION CONTEXTS.

| Context of Lesson Preparation | General Studies (23) | Apprentice-ships (53) | Other Tech-nologies (8) | Business & Commerce (26) | Art (7) | Total Sample (130) |
|---|---|---|---|---|---|---|
| Alone, without guidance or direction | 61 | 38 | 13 | 46 | 43 | 43 |
| Alone, but according to set guidelines | 9 | 19 | 25 | 4 | | 13 |
| Cooperatively, with senior staff member | | | | | 14 | 1 |
| Cooperatively, with other teachers of the subject | 30 | 38 | 37 | 35 | 29 | 34 |
| On the basis of set syllabus[1] | | 4 | | 11 | 14 | 4 |
| Unspecified | | 2 | 25 | 4 | | 5 |

[1] Category supplied by respondents.

statements. Nevertheless, it would appear from the first and fourth categories that individual lesson preparation is a major responsibility of teachers.

Somewhat related to the matter of lesson preparation was the question asking respondents whether they make use of student feedback in any way as a basis for evaluating their instruction. About three-quarters of the sample indicated some use of this avenue for evaluation. While a little over a third of this group evidently relied on reactions or opinions they are able to pick up informally, more deliberate means are taken by some teachers. The responses to this item (Question 35) are shown in Table 6.15[1]. Teachers are evidently more

[1] It needs to be noted that respondents were permitted to mark more than one category in Question 35. The proportion who indicated at least one of the first five categories was 34%.

TABLE 6.15. PROPORTION (%) OF RESPONDENTS INDICATING PROVISION FOR STUDENT-EVALUATION OF ASPECTS OF TEACHER'S INSTRUCTION. (N=130)

| Aspects of Instruction Evaluated | Frequency (%) |
|---|---|
| Subject content | 18 |
| Teaching methods/approaches | 10 |
| Teaching materials | 10 |
| Assessment procedures | 6 |
| Teaching effectiveness | 6 |
| Informal feedback (general) | 27 |

likely to look for evaluations of subject content, teaching materials and assessment procedures than of their teaching method or effectiveness. It is unlikely that this differs much from teaching in other contexts or at other levels.

## 6.6 Student Assessment

The data summarised in this section relate to Questions 20 through 36 of Questionnaire 2, and deal with the range of assessment and grading practices used by TAFE teachers. Response tables are presented for the whole sample only, though differences shown by the area clusters are pointed out as appropriate in the discussion.

Table 6.16 shows that the majority of the sample (80%) employ some form of ongoing assessment of students, and a little over four-fifths of this group include some form of final examination or other formal assessment for grading purposes. For those using both continuous and final assessments, the proportions allocated to the final assessment vary from 25% to over 90% of the total mark. Some 14% of the sample use a final assessment only. Across the area clusters, Apprenticeships,

TABLE 6.16. PROPORTIONS (%) OF RESPONDENTS INDICATING PARTICULAR SCHEDULES OF ASSESSMENT. (N=130)

| Schedule of Assessment Used | | Relative Frequency (%) |
|---|---|---|
| Continual assessment (with no 'final' examination) | | 12 |
| Final examination or other final assessment only | | 14 |
| Mixture of continuous and final assessment | | 68 |
| Proportion given to final assessment in mixture schedules[1] | 90% → | 16 |
| | 75% → 89% | 28 |
| | 50% → 74% | 31 |
| | 25% → 49% | 20 |
| | → 25% | 6 |

[1] Entries in this part of the table are proportions (%) of the sub-group who marked mixture in the upper part of the table.

Other Technologies, and Business and Commerce teachers reported giving greater weightings to final assessments when determining end-of-unit grades than did teachers in the other areas, though most teachers (regardless of area) were satisfied with the weightings given to the ongoing and final assessments. Those teachers who felt the balance was inappropriate generally argued for increased weighting to be given to the final testing.

Table 6.17 shows clearly that the major responsibility for preparation and marking of tests and other formal assessments lies with the individual teacher, although it is not uncommon for final assessments to be prepared and marked by another person, either the teacher's head of department or examiners appointed by the Technical Education Division.

With regard to testing or other assessment by the teachers themselves, the range of methods used can be seen in Table 6.18 to include written tests, performance tests, and assessments of work completed or presented. Among the written tests, essays, short-answer

TABLE 6.17. PROPORTIONS OF SAMPLE REPORTING PARTICULAR KINDS AND LEVELS OF INVOLVEMENT IN PREPARATION AND MARKING OF TESTS AND OTHER ASSESSMENTS. (N=130)

| Nature of Responsibility | | | | Relative Frequency (%) |
|---|---|---|---|---|
| PREPARATION OF TESTS, ETC. | Personally | All | 39 | 83 |
| | | All but final | 30 | |
| | | Variable | 6 | |
| | | None | 8 | |
| | Cooperatively with others | | | 10 |
| MARKING OF TESTS, ETC. | Personally | All | 47 | 84 |
| | | All but final | 30 | |
| | | Variable | 6 | |
| | | None | 1 | |
| | Cooperatively with others | | | 11 |

and multiple-choice items are the most commonly used. Perhaps not surprising given the nature of TAFE courses, a large proportion of teachers (at least 77%) reported the use of some form of assessment based on performance in practical work. Substantial numbers indicated basing some part of their assessments on the students' work folios or other kinds of products and on participation in class discussions or course work generally.

Formal assessment appears then to be a major, diverse, and continuous responsibility for most of the TAFE teachers in the sample. As can be seen from Table 6.19, some teachers (39%) reported following some form of mastery-learning model which entails a provision for multiple re-testing of students until a satisfactory criterion level of performance is reached. Approximately one-sixth of the sample reported the use of formal pre-tests prior to beginning instruction, a figure which is perhaps not surprising in view of the substantial proportion of teachers (52%) who earlier reported including an analysis of pre-requisite knowledge or skills in their lesson planning.

TABLE 6.18. PROPORTION (%) OF RESPONDENTS WHO INDICATED USING PARTICULAR KINDS OF FORMAL ASSESSMENT. (N=130)

| Type of Assessment | Relative Frequency (%) |
|---|---|
| Essays (extended response) | 55[1] |
| Short answer tests | 80 |
| Multiple-choice tests | 58 |
| True-false (alternative response) tests | 40 |
| Matching items | 32 |
| Completion (fill-in-the-blank) items | 44 |
| Performance tests (practical) | 77 |
| Dictation, mapping, programming, etc. | 16 |
| Oral examination/presentation | 37 |
| Participation in discussions | 53 |
| Notebook assessment | 36 |
| Report assessment (lab, projects, etc.) | 39 |
| Folio assessment | 39 |
| 'Goodbook' assessment | 23 |
| Assessment of other 'collections' | 10 |

[1] This particular entry should be taken as the lower bound on the proportion of teachers who use essay tests. (All other entries are actual proportions reported.)

The amount of time devoted each week to marking of student work (which presumably does not include marking of formal unit examinations) is shown by the distribution in Table 6.20. Over half of the sample indicated that no more than 10% of this marking is ordinarily done in class, though a small proportion (3%) maintained that virtually all of their marking can be completed within class time. Clearly, most TAFE teachers apparently find it necessary on a regular basis to devote out-of-class time to assessing work done by their students. It seems unlikely (on the basis of the data in Table 6.20) that TAFE teachers would be much different in this regard from teachers at other levels.

TABLE 6.19. PROPORTIONS OF RESPONDENTS INDICATING PARTICULAR ASSESSMENT PRACTICES/MODELS. (N=130)

| Nature of Assessment Model | Relative Frequency (%) |
|---|---|
| Grading on a 'curve' or other pre-set distribution of marks or grades | 7 |
| Provision for multiple testings until mastery levels are achieved | 39 |
| Use of student-contract systems of grading | 3 |
| Use of formal pre-tests prior to beginning instruction | 16 |

TABLE 6.20. TOTAL TIME SPENT EACH WEEK ON MARKING OF STUDENTS' WORK. (N=130)

| Time spent in a typical week | 0 - 5 hrs | 6 - 10 hrs | 11 - 15 hrs | 16 - 20 hrs | 20+ hrs |
|---|---|---|---|---|---|
| Relative frequency (%) | 52 | 32 | 8 | 2 | 2 |

## 6.7 Summary

The focus of the present chapter included all direct instructional behaviours of the TAFE teacher and a range of other activities (such as preparation and marking) which relate closely to the teaching function. Data for this came from the responses of 130 teachers who completed the project's second questionnaire. In contrast to Questionnaire 1, most items in this instrument were in checklist or rating-scale form, although opportunities for write-in responses were provided in most places. Since the sampling was not stratified by teaching area, certain of the clusters are probably too small to warrant separate interpretation.

Clearly dominating the data on teacher behaviours is the emphasis on lecturing and related expository activities. Along with these, though to a lesser degree, there is consistent emphasis on consolidation of concepts or facts, and on arranging or supervising student practical work. Taken overall, the data from this part of the study suggest a strong reliance on didactic teaching styles rather than anything less teacher-centred. However, within this general orientation, the range of component behaviours is wide, including supervisory, control, motivational, counselling, diagnostic and remediation roles for the teacher. Apart from a somewhat higher emphasis on developing concepts by General Studies teachers, and relatively less emphasis on teacher-centred styles among Art teachers, the stress on expository styles was remarkably consistent across area clusters. Apprenticeships and Other Technologies teachers, however, appear to be less likely than others to see the drilling of facts as a dominant feature of their teaching, and somewhat more likely to emphasise the supervision of student practical work.

Interestingly, dealing with difficult students or motivating disinterested ones, were seldom rated by teachers in any area as being a salient problem. In fact, only for Business and Commerce did the proportion of teachers rating 'motivation' as a significant problem exceed 10% of the teachers concerned. Similarly, not one teacher in General Studies, Other Technologies, Business and Commerce or Art included 'controlling difficult students' in the five most salient activities. The figure for Apprenticeships teachers was a negligible 4%.

The most commonly reported student activities were those involving written seat work, discussing work with the teacher, and responding to questions during oral instruction. While this pattern held up remarkably consistently across the area groups, there were notable departures for General Studies and Art teachers. In general, though, the picture suggested by the student activity data reinforces the impression that TAFE teaching relies for the most part on expository, teacher-centred and verbally-based instructional styles. However, Art teachers tend somewhat more than their counterparts in other areas to make use of student-centred, independent learning approaches.

The extent to which TAFE teachers make use of a variety of supporting aids or instructional media would appear generally to be low.

Among items relating to audio-visual materials, only films and overhead transparencies appear to be used by substantial numbers of teachers, but, even then, their use is not extensive. Video taped materials are evidently not in common use, and audio tapes were listed among the five most commonly used aids by teachers in General Studies and Apprenticeships only. In referring to non-use of material aids or equipment, the most common reasons involved lack of finance to purchase those they wanted, inappropriate facilities needed for use or storage, or the lack of suitable software. Only small numbers instanced lack of time or personal knowledge as the main inhibitors.

Clearly dominating the other resources used by the respondents were text-books, reference books, and various kinds of hand-outs or prepared worksheets. At the top of the list in all areas was the striking popularity of the blackboard as the primary instructional aid, which, when taken together with the other data, corroborates the general impression of teacher-centred instruction in the TAFE sector.

In terms of lesson preparation activities, most teachers reported doing this largely alone or in cooperation with others, though cooperative planning seems to be less common among General Studies and Art teachers than elsewhere. In all areas, however, the teachers' own planning is clearly constrained by external guidelines or syllabus statements. Nevertheless, it is evident from teachers' ratings of different planning activities that individual lesson preparation remains a major responsibility for all teachers.

Somewhat related to this is the matter of marking and student assessment. The majority of teachers in the sample indicated using some form of continuous assessment, although final tests or examinations are evidently quite common, if not universally applied. Where composites of continuous and final assessments were reported, the weighting given to the final marking varied substantially across teaching areas, Apprenticeships, Other Technologies and Business and Commerce teachers evidently attaching less importance to progressive assessments than do other teachers. In general, the responsibility for preparing and marking tests and other assessments lies with the individual teacher, although it is not uncommon for final assessments to be prepared and marked by another person, either the teacher's head of department or examiners appointed by the Division. Notwithstanding this, formal assessment is obviously a major, diverse, and continuous responsibility for most TAFE teachers.

CHAPTER 7

Non-Teaching Activities

## 7.1 Introduction

The data discussed in this chapter derive from Questionnaire 3 and the 129 returns received from the second sub-sample of TAFE teachers. As with Questionnaire 2, the response rate was close to 65%, providing data on about 15% of the population of interest. Here also, since the sampling was done on a simple, random basis within each College, some areas are only weekly represented in the data. In terms of the areas defined in Chapter 3, the responding group included 24 teachers from the General Studies area, 57 from the Apprenticeships group, 6 from Other Technologies, 20 from Business and Commerce, 11 from Art, 3 from Agriculture, and 8 unidentified respondents. Clearly, the Agriculture group is too small to justify separate analysis; the group from the Other Technologies area fares little better. For the purposes of the analysis, the only area clusters to be discussed in a comparative sense are General Studies, Apprenticeships and Business and Commerce, though data for the Other Technologies group are included in the tables.

Questionnaire 3 was concerned primarily with non-teaching activities such as curriculum planning and review, student advisement, and various kinds of professional interactions with colleagues, employers and others in the community. Discussion of certain parts of Questionnaire 3, namely those dealing with student characteristics and teachers' satisfactions with TAFE teaching, will be delayed until Chapters 9 and 10 where the responses will be pooled with those from corresponding parts of Questionnaire 2 and the interview study.

## 7.2 Involvement in Curriculum Decisions

Table 7.1 shows, for the sample and five sub-groups, the proportions who reported having some influence over the nature of the curriculum set for their areas. The table distinguishes between determinations or selection of content to be taught, and decisions on how it will be organized or presented in the classroom. In all areas, a clear majority reported having access to decision-making at these

TABLE 7.1. PROPORTIONS OF TEACHERS REPORTING DIRECT INFLUENCE OVER CONTENT AND PRESENTATION OF WHAT IS TAUGHT IN THEIR OWN AREAS[1]

| Level of involvement | All (129) | GS (24) | App (57) | OT (6) | BC (20) | Art (11) |
|---|---|---|---|---|---|---|
| Creating or selecting teaching content | 72 | 75 | 67 | 70 | 100 | 91 |
| Planning and organizing form and presentation | 83 | 92 | 81 | 100 | 75 | 91 |

[1] GS (General Studies); App (Apprenticeships); OT (Other Technologies); BC (Business & Commerce).

two levels. As might be expected on logical grounds, proportions indicating influence over the way material will be presented are generally higher than those having to do with selection of content -- though the reversal for Business and Commerce teachers is somewhat puzzling.

As far as the first level of influence is concerned, Table 7.2 shows the kinds of participation described, categories being derived from the teachers' unstructured comments. For the group as a whole, the most prevalent comments related to participation in review and restructuring of course content or the development of new units. Though the data are not altogether conclusive, it would appear that teachers achieve their influence primarily through submissions to relevant area committees[1], or by participation in departmental meetings. The patterns persist, at least in general terms, across the different area clusters.

On the strength of the data in Table 7.3, it appears that the pattern of influence over content decisions does not depend on a teacher's formal status in his teaching department. Lecturers, senior lecturers and heads of department appear equally likely to *participate* in the process -- though this need not, of course, imply any strict equality of *influence*. Lecturers are apparently more likely to contribute to curriculum discussion in their own departments than to take a primary initiative in preparing submissions to formal area committees.

[1] It is not clear from the data whether this refers to committees within or outside the teacher's College or teaching department.

TABLE 7.2. PROPORTIONS OF TEACHERS REPORTING DIFFERENT KINDS OF PARTICIPATION IN CREATING OR SELECTING CONTENT[1]

| Nature of participation | All (129) | GS (24) | App (57) | OT (6) | BC (20) | Art (11) |
|---|---|---|---|---|---|---|
| Restructuring old or developing new curriculum | 40 | 28 | 45 | 67 | 43 | 30 |
| Evaluation of new material | 1 | | | | | |
| Organizing in-service for other staff | 2 | 6 | | | 7 | |
| Participation in department-level discussions | 15 | 17 | 16 | 17 | | 20 |
| Personal submissions to relevant area committee | 35 | 33 | 39 | | 43 | 30 |

[1] Entries in the table are percentages of the numbers who indicated this level of participation in Table 7.1. Columns do not sum to 100% because some failed to elaborate on their earlier response.

TABLE 7.3. RELATIONSHIPS BETWEEN 'NATURE OF INFLUENCE OVER CHOICE OF CONTENT' AND 'LEVEL OF PRESENT POSITION'[1]

| Nature of influence | Present position in TAFE | | | |
|---|---|---|---|---|
| | Lecturer (97) | Senior Lecturer (21) | Head Dept. (6) | Counsellor (4) |
| Restructuring old or developing new curriculum | 28 | 33 | 33 | |
| Evaluation of new material | 1 | | | |
| Organizing in-service for other staff | 2 | | | |
| Participation in departmental-level discussions | 13 | 1 | | |
| Personal submissions to relevant area committee | 16 | 66 | 50 | 25 |
| Unspecified | 39 | | 17 | 75 |

[1] Table entries are proportions (%) of teachers in each 'position' category.

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Table 7.4 shows how teachers see themselves influencing decisions about organization or presentation. Evidently, most teachers exercise considerable freedom in this regard within the general confines of the approved syllabus. Where higher-level decisions are involved or required, teachers again seem to effect their influence through formal channels (e.g. by submissions to authorised committees). The proportions in the various area clusters who reported some direct participation in departmental working parties or syllabus committees are surprisingly high, especially if these groups function at the Division rather than College or teaching-department level.

Some insight into the scope of curriculum work in the TAFE teacher's environment is provided by Table 7.5. Across the board, a majority of teachers reported that formal review of the curriculum or syllabus is a more or less regular event in their area. That this probably involves more than a rearranging of content is suggested by the high proportions in most areas who maintained that objectives and rationales are typically made explicit. The bases on which objectives for the curriculum are

TABLE 7.4. PROPORTIONS OF TEACHERS REPORTING DIFFERENT KINDS OF PARTICIPATION IN PLANNING OR ORGANIZING PRESENTATION[1]

| Nature of participation | All (129) | GS (24) | App (57) | OT (6) | BC[2] (20) | Art (11) |
|---|---|---|---|---|---|---|
| Personal decision within set syllabus | 60 | 68 | 67 | 83 | (Data not interpretable) | 40 |
| Personal decision based on student aptitude, etc | 6 | 9 | 4 | | | |
| Submissions to relevant area committee | 16 | 9 | 11 | | | 40 |
| Participation in department-level working parties, etc | 20 | 14 | 20 | 17 | | 20 |

[1] Entries in the table are percentages of the numbers who indicated this level of participation in Table 7.1. Columns do not sum to 100% because some failed to elaborate on their earlier response.

[2] More teachers from this area responded to Question 11 than gave a positive response to Question 10.

TABLE 7.5. EXTENT OF CURRICULUM SPECIFICATION AND REVIEW[1]

| Aspects of curriculum or curriculum development | All (129) | GS (24) | App (57) | OT (6) | BC (20) | Art (11) |
|---|---|---|---|---|---|---|
| Formal curriculum review is undertaken at some stage | 85 | 75 | 90 | 87 | 90 | 100 |
| Subject objectives are identified in the curriculum | 73 | 92 | 72 | 100 | 65 | 73 |
| Rationale for selection of objectives is explicit | 57 | 54 | 63 | 100 | 45 | 55 |

[1] Entries are proportions (%) who responded affirmatively to the listed aspects.

established are shown in Table 7.6. Given the nature and role of TAFE teaching in general, the evident connection between course objectives and the needs and perspectives of the workplace is much as would be expected. The noticeably lower figures for General Studies and Art presumably reflect the less direct connection between these areas and the immediate demands of industry and commerce.

TABLE 7.6. NATURE OF RATIONALE FOR SELECTION OF OBJECTIVES IN DIFFERENT TEACHING AREAS[1]

| Rationale for selection | All (129) | GS (24) | App (57) | OT (6) | BC (20) | Art (11) |
|---|---|---|---|---|---|---|
| Objectives chosen to fit in with other courses | 4 | 23 | | | | |
| Objectives chosen on the basis of employer/union standards | 73 | 38 | 78 | 67 | 100 | 33 |
| Objectives set on basis of formal needs assessments | 5 | 15 | 6 | | | |
| Objectives chosen to fit the logic of the subject matter | 15 | 23 | 14 | 33 | | 17 |

[1] Entries are proportions (%) of those in each area who indicated that some explicit rationale exists in their own area.

TABLE 7.7. FREQUENCY OF FORMAL CURRICULUM REVIEW IN DIFFERENT TEACHING AREAS[1]

| | All (129) | GS (24) | App (57) | OT (6) | BC (20) | Art (11) |
|---|---|---|---|---|---|---|
| Every year | 20 | 29 | 21 | 33 | 10 | 18 |
| Every 2 or 3 years | 11 | 29 | 7 | | 10 | 9 |
| Every 4 or 5 years | 11 | | 16 | | 15 | |
| More than 5 years apart | 18 | 4 | 21 | 17 | 15 | 27 |
| Variable frequency | 16 | 13 | 18 | 17 | 15 | 36 |
| N/A (new subject) | 9 | | 7 | 17 | 15 | 9 |
| Unspecified | 16 | 25 | 29 | 33 | 20 | 0 |

[1] Table entries are relative frequencies (%) within each area cluster and total sample.

The regularity with which formal curriculum review occurs in the different teaching areas is suggested by Table 7.7. For the sample as a whole, the pattern is clearly variable, though for almost one-third of the teachers the process recurs at intervals of three years or less. Three-quarters of the sample evidently encounter or take part in a review exercise at least once in every five years. In the main, this pattern applies in all of the area clusters.

The great majority of teachers, regardless of teaching area, apparently consider themselves to be competent to participate in formal curriculum reviews. Table 7.8 shows only minor proportions in each area (with the possible exception of Business and Commerce) expressing inadequacy or lack of skills in this regard. Interestingly, though, the table shows few teachers being particularly dissatisfied with the curricula in their areas.[1] Table 7.9 shows no clear-cut relationship

[1] Quite possibly, feelings of competence in regard to curriculum evaluation and development are related to perceptions of the nature and scope of changes that might be called for.

TABLE 7.8. TEACHERS' FEELINGS OF
(A) COMPETENCE TO PARTICIPATE IN CURRICULUM REVIEW AND
(B) SATISFACTION WITH PRESENT CURRICULUM[1]

| | | All (129) | GS (24) | App (57) | OT (6) | BC (20) | Art (11) |
|---|---|---|---|---|---|---|---|
| A. | Unspecified | 2 | 4 | | | 5 | |
| | Competent | 53 | 58 | 58 | 33 | 30 | 64 |
| | Fairly competent | 34 | 38 | 32 | 50 | 40 | 27 |
| | Not very competent | 9 | | 7 | 17 | 25 | |
| | Not at all competent | 2 | | 4 | | | 9 |
| B. | Unspecified | 5 | 13 | 2 | | 10 | |
| | Completely satisfied | 5 | 4 | 4 | 17 | 10 | |
| | Generally satisfied | 73 | 75 | 79 | 83 | 65 | 55 |
| | Generally dissatisfied | 3 | | 4 | | | 18 |
| | Completely dissatisfied | 13 | 8 | 12 | | 15 | 27 |

[1] Table entries are relative frequencies (%) within each area cluster and total sample.

between teachers' feelings of competence and their length of experience in TAFE, though the more senior teachers are less likely to rate themselves as incompetent than are those appointed more recently. Similarly, there is no evidence in Table 7.10 of a relationship between a teacher's length of experience in TAFE and the satisfaction he has for the curriculum in his area.

## 7.3 Interactions with Students

Items 22 through 30 on Questionnaire 3 dealt with the informal counselling role that was expected to be a feature of the TAFE teacher's interactions with his/her students. Table 7.11 shows the proportions of teachers in each area who reported discussing work-related and/or personal matters with their students. The first category refers to queries about job prospects, working conditions and other aspects of

TABLE 7.9. RELATIONSHIPS BETWEEN 'FEELINGS OF COMPETENCE TO PARTICIPATE IN CURRICULUM REVIEW' AND 'LENGTH OF EXPERIENCE IN TAFE'[1]

| Level of competence expressed | Years of TAFE teaching | | | |
|---|---|---|---|---|
| | 0 - 2 (32) | 3 - 5 (32) | 6 - 9 (18) | 10+ (44) |
| Competent | 41 | 38 | 50 | 70 |
| Fairly competent | 41 | 50 | 22 | 25 |
| Not very competent | 16 | 6 | 17 | 5 |
| Not at all competent | 3 | 6 | | |
| Unspecified | | | 11 | |

[1] Table entries are proportions (%) of teachers in each 'experience' grouping.

TABLE 7.10. RELATIONSHIPS BETWEEN 'SATISFACTION WITH PRESENT CURRICULUM' AND 'LENGTH OF EXPERIENCE IN TAFE'[1]

| Level of satisfaction expressed | Years of TAFE teaching | | | |
|---|---|---|---|---|
| | 0 - 2 (32) | 3 - 5 (32) | 6 - 9 (18) | 10+ (44) |
| Completely satisfied | 6 | - | 6 | 9 |
| Generally satisfied | 75 | 72 | 67 | 75 |
| Generally dissatisfied | 9 | 22 | 17 | 9 |
| Completely dissatisfied | 3 | 3 | | 5 |
| Unspecified | 6 | 3 | 11 | 2 |

[1] Table entries are proportions (%) of teachers in each 'experience' grouping.

TABLE 7.11. PROPORTIONS OF TEACHERS REPORTING WORK-RELATED AND PERSONAL DISCUSSIONS WITH STUDENTS[1]

| Nature of discussion | All (129) | GS (24) | App (57) | OT (6) | BC (20) | Art (11) |
|---|---|---|---|---|---|---|
| Work-related | 93 | 83 | 97 | 83 | 90 | 100 |
| Personal matters | 67 | 67 | 61 | 50 | 85 | 73 |

[1] Table entries are proportions (%) of teachers in each area grouping.

the employment scene; the second was meant to include matters relating to the students' study programmes, academic progress, interactions with other lecturers, and so on. While discussions of the first sort are clearly the more prominent, the quite high proportions referring to personal matters suggest that TAFE teachers typically exercise some pastoral responsibility for their students. The patterns of response do not appear to differentiate to any appreciable extent across the teaching areas for either row of the table.

As far as work-related discussions are concerned, the range of matters typically dealt with included career opportunities and job applications (13% overall); opportunities for further training or specialization (11%); working conditions, pay awards and worker-employer relationships (15%); and the relevance of course work to particular job situations (9%). Again the pattern applied virtually unchanged across the five teaching areas. In each case, around half the area group reported that discussions on work-related matters such as these take place on either a daily or slightly less frequent basis. Only three teachers in the sample reported that discussions of this sort are rarely a feature of their interaction with students. Almost without exception, the teachers in this sample reported feeling competent to provide this sort of counselling to their students as the need arises. As can be seen from Table 7.12, this feeling of confidence appears not to be a function of length of experience in TAFE teaching.

Matters treated during personal discussions apparently emphasize social problems to do with family, friends, personal illness and accommodation (16%); personal economic circumstances and related

TABLE 7.12. RELATIONSHIPS BETWEEN 'FEELINGS OF COMPETENCE IN CAREERS DISCUSSIONS WITH STUDENTS' AND 'LENGTH OF EXPERIENCE IN TAFE'[1]

| Level of competence expressed | Years of TAFE teaching 0 - 2 (32) | 3 - 5 (32) | 6 - 9 (18) | 10+ (44) |
|---|---|---|---|---|
| Very competent | 41 | 38 | 56 | 43 |
| Fairly competent | 50 | 56 | 44 | 52 |
| Barely competent | 6 | 6 | | 2 |
| Unspecified | 3 | | | 2 |

[1] Table entries are proportions (%) of teachers in each 'experience' grouping.

problems (5%); problems arising from relationships at work (4%); and general social talk on current affairs, sport, hobbies and the like (9%). Disappointingly, almost a third of those reporting this category of interaction in Table 7.11 failed to specify the nature of the discussions. Among those who did give some elaboration, the general patterns persist across all of the teaching areas (with the exception of Art, where the response rate was too low for interpretation). Again, most teachers reported that discussions of this sort arise on a daily or weekly basis, although they tend to feature less prominently among students in the Apprenticeships area than elsewhere.[1] Generally speaking, teachers in all areas indicated feeling comfortable in their interactions with students (97%), and fairly competent to handle the problems that were raised (63%). Interestingly, though, and despite the high frequency of demand for pastoral involvement of this sort, some 13% of the teachers expressed a lack of competence to discharge this aspect of their role effectively.

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[1] It is possible that for some teachers the two categories were not seen as mutually exclusive. Many responses of Apprenticeship teachers under the first category could meaningfully have been placed in the second.

## 7.4 Interactions with Colleagues

Questions 31 through 38 of the third questionnaire concerned the frequency of meetings between respondents and others in their area or College, and the nature of the interaction involved. Table 7.13 shows the frequency of meetings with colleagues in other than the respondent's own teaching area. Clearly, informal meetings occur somewhat more frequently than formal ones, though in all areas a majority of teachers reported one or both kinds of meeting. Interestingly, for between 30% and 50% of the teachers in each area, formal meetings occur on a term or yearly basis only, and (with the single exception of General Studies) between one-quarter and one-third of the teachers report that they are never involved formally in meetings with peer colleagues in other areas.

TABLE 7.13. FREQUENCY OF FORMAL AND INFORMAL MEETING WITH TEACHER COLLEAGUES IN OTHER AREAS[1]

| | | Never | Once a year | Once a term | Every Month | Every week | Every day | Total |
|---|---|---|---|---|---|---|---|---|
| General Studies (24) | formal | 17 | 25 | 25 | 4 | 17 | 4 | 75 |
| | *informal* | | *13* | *21* | *4* | *17* | *46* | *100* |
| Apprentice-ships (57) | formal | 32 | 30 | 14 | 2 | 14 | 1 | 62 |
| | *informal* | *9* | *16* | *23* | *11* | *21* | *18* | *89* |
| Other Technologies (6) | formal | 33 | 17 | 17 | | 17 | 17 | 68 |
| | *informal* | | *33* | | | *17* | *50* | *100* |
| Business & Commerce (20) | formal | 25 | 15 | 30 | 5 | 5 | 5 | 60 |
| | *informal* | *20* | *10* | *10* | *5* | *10* | *35* | *70* |
| Art (11) | formal | 27 | 9 | 27 | 18 | | | 54 |
| | *informal* | *27* | *27* | | *9* | *9* | *27* | *72* |
| Total (129) | formal | 28 | 22 | 20 | 4 | 13 | 4 | 63 |
| | *informal* | *11* | *16* | *16* | *9* | *18* | *28* | *87* |

[1] Table entries are proportions (%) of teachers in each area grouping. Row sums across the first six columns in some cases fall short of 100% because omitted responses have not been tallied.

While professional interaction with colleagues in other areas is apparently only moderately common (and in some significant number of cases non-existent), less than 5% of the sample reported working without any form of professional interaction with colleagues. In fact, almost three-quarters of the sample reported some professional interaction on at least a weekly or monthly basis; 35% indicated that it occurs virtually continuously in the course of their work. While around 30% of the sample maintained that this interaction never amounted to a professional disagreement between themselves and others, a little over half reported professional disagreement on a monthly or less frequent basis. Almost one-tenth of the group (all of whom belonged to the General Studies and Apprenticeship areas) reported some professional conflict occurring either on a daily (1%) or weekly (9%) basis.

Meetings with one's own head of department are apparently not dramatically more frequent, although, as can be seen from Table 7.14, the proportions of teachers who report *never* meeting with their head of department is noticeably smaller. Across the teaching areas, fairly substantial proportions of teachers indicated at least informal contact on a daily or weekly basis. In most cases, formal meetings with the head of department are scheduled on a monthly or term basis rather than anything more or less frequent.

As can be seen from Table 7.15, meetings with higher levels of the College administration are substantially less frequent, though most teachers are involved in meetings at this level at least sometime in the year. The most common arrangement is apparently for term or yearly meetings -- senior staff presumably meeting more frequently at this level than those at the lecturer levels. Not unexpectedly, discussions with the senior College staff emphasise finance, timetabling, enrolment and student discipline matters.

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1 In some cases it was pointed out that the respondent was solely responsible for a particular area or unit.

2 This particular figure presumably includes responses of some who are themselves heads of department.

TABLE 7.14. FREQUENCY OF FORMAL AND INFORMAL MEETINGS WITH OWN HEAD OF DEPARTMENT[1]

| | | Never | Once a year | Once a term | Every month | Every week | Every day |
|---|---|---|---|---|---|---|---|
| General Studies (24) | formal | 4 | 17 | 29 | 13 | 17 | 4 |
| | *informal* | *8* | | *13* | *8* | *29* | *29* |
| Apprentice-ships (57) | formal | 12 | 5 | 23 | 21 | 21 | 12 |
| | *informal* | *4* | *5* | *9* | *2* | *26* | *49* |
| Other Technologies (6) | formal | 17 | | 17 | 50 | 17 | |
| | *informal* | | | *33* | | *50* | *17* |
| Business & Commerce (20) | formal | 5 | | 40 | 20 | 5 | 5 |
| | *informal* | | | *5* | *5* | *40* | *25* |
| Art (11) | formal | 9 | | 9 | 18 | 18 | 18 |
| | *informal* | | *9* | *9* | *9* | *27* | *46* |
| Total (129) | formal | 9 | 6 | 24 | 21 | 18 | 9 |
| | *informal* | *3* | *5* | *10* | *4* | *31* | *38* |

[1] Table entries are proportions (%) of teachers in each area grouping. Row sums across the first six columns in some cases fall short of 100% because omitted responses have not been tallied.

## 7.5 Interactions with Employers

Table 7.16 shows for each area group the frequency with which some professional interaction occurs with employers[2] and representatives of industry and business. As might be expected, the proportions who reported never interacting is highest for General Studies and Art (the Other Technologies group is probably too small for interpretation). For Apprenticeships and Business and Commerce teachers, such interaction is apparently the norm rather than the exception. Again as might be expected, such meetings are on a fairly regular basis, suggesting quite high levels of participation by representatives from the industry or business sectors concerned.

[2] In the case of Apprenticeships and other forms of concurrent training, the term 'employer' was perhaps interpreted more specifically to refer to the student's employer, though this cannot be established from the data.

TABLE 7.15. FREQUENCY OF FORMAL AND INFORMAL MEETINGS WITH COLLEGE ADMINISTRATION[1]

| | | Never | Once a year | Once a term | Every month | Every week | Every day |
|---|---|---|---|---|---|---|---|
| General Studies (24) | formal | 13 | 38 | 17 | 17 | 13 | |
| | *informal* | *4* | *17* | *21* | *17* | *17* | *21* |
| Apprenticeships (57) | formal | 14 | 35 | 23 | 16 | 7 | 2 |
| | *informal* | *7* | *18* | *23* | *11* | *32* | *11* |
| Other Technologies (6) | formal | | 83 | | 17 | | |
| | *informal* | | *17* | *17* | *33* | *33* | |
| Business & Commerce (20) | formal | 15 | 30 | 20 | 5 | 5 | 10 |
| | *informal* | *10* | *15* | *15* | | *25* | *20* |
| Art (11) | formal | 18 | 9 | 9 | 9 | 36 | |
| | *informal* | *27* | *18* | | *9* | *27* | *9* |
| Total (129) | formal | 15 | 36 | 18 | 12 | 9 | 3 |
| | *informal* | *9* | *16* | *19* | *12* | *26* | *14* |

[1] Table entries are proportions (%) of teachers in each area grouping. Row sums across the first six columns in some cases fall short of 100% because omitted responses have not been tallied.

TABLE 7.16. FREQUENCY OF MEETINGS WITH EMPLOYERS AND REPRESENTATIVES OF INDUSTRY AND BUSINESS[1]

| | Never | Once a year | Once a term | Every month | Every week | Every day | Varies |
|---|---|---|---|---|---|---|---|
| General Studies (24) | 55 | 13 | 17 | 4 | 8 | | |
| Apprenticeships (57) | 18 | 26 | 19 | 16 | 5 | | 16 |
| Other Technologies (6) | 50 | | 17 | 17 | | | 17 |
| Business & Commerce (20) | 15 | 20 | 20 | 5 | 10 | 5 | 5 |
| Art (11) | 46 | 9 | 18 | | 27 | | |
| Total (129) | 27 | 18 | 19 | 12 | 9 | 1 | 11 |

[1] Table entries are proportions (%) of teachers in each area grouping. Row sums across the first six columns in some cases fall short of 100% because omitted responses have not been tallied.

## 7.6 Interactions with Parents

The extent to which TAFE teachers come in contact on work-related matters with parents of their students is shown by Table 7.17. Though around half of the teachers or more in each area reported some interaction with parents, the proportions who met in this way more than once or twice a year appears to be small. Clearly, the interaction is not extensive, and the meetings that do occur could quite likely be accounted for by enrolment or beginning-course advisement enquiries. On average, though, some 15% of the sample reported some incidental meetings arranged on an 'as required' basis. It is not clear from the available data whether these latter occasions involve parent- or teacher-initiated meetings.

Perhaps the more pertinent question in the context of TAFE teaching would have to do with contacts between teachers and the supervising employer where students are on Apprenticeship or other study-release arrangements from their place of work. The study gathered no data specifically on this.

TABLE 7.17. FREQUENCY OF MEETINGS WITH PARENTS OF STUDENTS[1]

| | Never | Once a year | Once a term | Every month | Every week | Every day | As required |
|---|---|---|---|---|---|---|---|
| General Studies (24) | 54 | 25 | 8 | | | | 8 |
| Apprenticeships (57) | 47 | 25 | 9 | | 2 | 2 | 16 |
| Other Technologies (6) | 33 | 33 | | | | | 17 |
| Business & Commerce (20) | 25 | 20 | 10 | | | | 15 |
| Art (11) | 54 | 19 | | | | 18 | 9 |
| Total (129) | 43 | 25 | 7 | | 1 | 2 | 15 |

[1] Table entries are proportions (%) of teachers in each area grouping. Row sums across the first six columns in some cases fall short of 100% because omitted responses have not been tallied.

## 7.7 Summary

The data described in this chapter were from the 129 returns from the Questionnaire 3 sample of TAFE teachers. In focus, this instrument was concerned primarily with a range of non-teaching activities such as curriculum planning and review, student advisement and various kinds of professional interactions with colleagues, employers and others in the community. As with Questionnaire 2, the sample size was relatively small and caution therefore has to be exercised when interpreting data from the smaller area clusters.

Some participation in curriculum review or development was reported by a majority of teachers in all areas, although the proportion indicating influence over the way material will be presented was higher than that for participation in content selection or choice of objectives. For the sample as a whole, the most prevalent comments related to participation in review and restructuring decisions, most teachers evidently achieving their influence through submissions to relevant area committees or participation in departmental meetings rather than by an independent or unilateral decisions. From the available data, the pattern of participation does not appear to depend on a teacher's formal status in his teaching department, though this need not imply any strict equality of influence. In terms of decisions about organization or presentation, however, most teachers apparently exercise considerable freedom of choice within the general confines of the approved syllabus. Where higher-level decisions are involved or required, most teachers again seem to effect their influence through formal channels. The proportions of teachers who reported participation in departmental working parties or syllabus committees was surprisingly high.

Across the teaching groups, a majority of teachers reported that formal review of the curriculum or syllabus is a fairly regular event in their own areas. Almost one-third of the sample reported that the process recurs at intervals of three years or less, while three-quarters of the sample evidently encounter or take part in a review exercise of this sort at least once in every five years. The great majority of teachers, regardless of teaching area, apparently consider themselves competent to participate in formal curriculum reviews.

Non-teaching interactions with students, whether work-related or of a more pastoral kind, are a relatively common feature of TAFE teaching. The range of matters arising in work-related discussions include career opportunities and job applications, opportunities for further training or specialization, working conditions, pay awards, worker-employer relationships, and the relevance of course work to particular job situations. Those arising in personal discussions apparently emphasize social problems to do with family, friends, personal illness, accommodation and personal economic circumstances, problems arising from relationships at work, and general social talk on current affairs, sport, hobbies and the like. Generally speaking, teachers in all areas indicated feeling comfortable in their interactions with students, and confident of being able to handle problems that arise. Significantly, though, almost one-sixth of the sample expressed a lack of competence to discharge this aspect of their role effectively.

Almost all respondents indicated some formal and informal professional interaction with colleagues in their own institution, though, not surprisingly, the informal contacts were more frequent than the formal. In fact, around three-quarters of the sample reported some professional interaction on at least a weekly or monthly basis, while almost half of these indicated that it occurred virtually continuously in the course of their work. Interactions with employers and representatives of industry and business also occurred on a regular and continuous basis, though this is not particularly evident for General Studies and Art Teachers. For Apprenticeships and Business and Commerce teachers, though, interaction of this sort is apparently quite frequent and often arranged on a formal basis, suggesting high levels of participation by representatives from the businesses or industries concerned.

Though around half of the teachers, or more, in each area reported some interactions with parents, the frequency of such meetings is generally low and probably reflects initial course advisement or reporting contacts.

CHAPTER 8

# Student Characteristics

## 8.1 Introduction

This relatively short chapter draws together data from a set of questions included in the second and third questionnaires and the interview schedule. These related to typical age and sex make-up of TAFE classes; teachers' impressions of how their students rate in terms of attitude, interest, study habits, effort and ability; and how teachers cater for students with special needs or characteristics.

Some of the questions appeared in all three instruments, some only in the two questionnaires, and a few only in Questionnaire 3. For those in more than one instrument, the data have been pooled to take advantage of the larger effective sample sizes. In most instances where this applies, patterns within the sub-samples are shown also. In all cases, the samples are identified by the codes S2(130), S3(129) and INT(88) for Questionnaire 2, Questionnaire 3 and Interview groups respectively. Aggregated samples are indicated by composites of these codes, the two of interest in this chapter being S2+S3(259) and S2+S3+INT(347). Numbers in parentheses are the relevant sample sizes.

## 8.2 Sex and Age Composition of TAFE Classes

Table 8.1 shows the proportions of teachers with classes characterised by the male/female breakdowns at the left of the table. Clearly, single-sex classes are not uncommon (59%) in TAFE teaching, co-educational groups being reported by only a little over two-fifths of the combined sample. All-male classes are almost five times as common as all-female classes, and even within mixed groups males typically outnumber females by as much as three to one. Analysed separately by area clusters, all-male or male-dominated classes are the typical pattern in the Apprenticeships and Other Technologies areas, whereas the pattern often tends to the mixed, or sometimes all-female class in the Art, Business and Commerce and Health Sciences groupings.

TABLE 8.1. TYPICAL SEX COMPOSITION (%) OF CLASSES IN RESPONDENTS' MAIN TEACHING AREAS

| Composition | S2 (130) | S3 (129) | S2 + S3 (259) |
|---|---|---|---|
| 100% Male | 44.6 | 53.5 | 49.0 |
| 75% Male - 25% Female | 25.4 | 18.6 | 23.0 |
| 50% Male - 50% Female | 6.2 | 10.1 | 8.1 |
| 25% Male - 75% Female | 8.5 | 7.8 | 8.1 |
| 100% Female | 13.1 | 7.0 | 10.0 |
| Unspecified | 2.3 | 3.1 | 2.7 |

The most common age ranges taught by the S2 and S3 samples of TAFE teachers are shown by Table 8.2. The first eight groupings shown at the left of the table were specified in checklist form in the questionnaires. Though it was expected that respondents would select one of these as representing best the general age make-up of their classes, multiple responses were accepted. Where two adjacent groupings were selected, only the first was included in the tallying. Where two or more non-adjacent groupings were selected, the effective range was coded either as 'two groups', 'three groups' or 'more than 3 groups' depending on the spread implied by the selected groupings. These latter codings are not without some ambiguity of course, but the purpose in forming these was merely to estimate the proportions of teachers who typically worked with groups containing sub-groups of quite different age. Teachers coded into any of the last three categories in the table commonly work with classes quite heterogeneous in age. Interestingly, almost 30% of the teachers in the combined sample fell into this category. For those who typically work with more homogeneous classes, the dominant age range is from 16 to 19 years (49%). A little over 60% of the sample indicated that students in their main teaching areas are seldom over 21 years of age. Taken overall, TAFE teachers evidently work either with predominantly young (and hence homogeneous) groups (60%), or with groups that contain diverse ages. Apart from the natural restriction of Apprenticeship students to the 16 to 21 years groupings, each other teaching areas reported some homogeneous and some heterogeneous classes.

TABLE 8.2. TYPICAL AGE RANGE OF STUDENTS TAUGHT IN MAIN TEACHING AREA

| Age Range (in years) | S2 (130) | S3 (129) | S2 + S3 (259) |
|---|---|---|---|
| 16 - 19 | 49.2 | 48.0 | 48.6 |
| 18 - 21 | 13.1 | 10.9 | 12.0 |
| 20 - 23 | 2.3 | 0.8 | 1.5 |
| 22 - 25 | 2.3 | 1.6 | 1.9 |
| 25 - 30 | 1.5 | 1.6 | 1.5 |
| 30 - 35 | 0.8 | | 0.4 |
| 35 - 40 | | 0.8 | 0.4 |
| 45 - 50 | | 0.8 | 0.4 |
| 2 groups | 10.0 | 14.0 | 12.0 |
| 3 groups | 2.3 | 5.4 | 3.9 |
| more than 3 groups | 15.4 | 12.4 | 13.9 |
| Unspecified | 3.1 | 3.9 | 3.5 |

Some further data on age differentials within TAFE classes are shown in Table 8.3. In this case, teachers were asked for the maximum difference rather than a description (as in Table 8.2) of the general make-up of the class. Significantly, more than two-fifths of the teachers reported differences, in the one class, of more than 15 years. Almost 60% reported age differences of 6 or more years.

## 8.3 Personal Attributes

Table 8.4 shows how teachers in sample S2 rated their students in terms of the five attributes at the left of the table. On interest and attitude, the majority of teachers appear to be fairly satisfied, although the impressions they have of students' study-habits and ability are less flattering. However, with the exception of study-habits (which were rated as poor by about one-quarter of the teachers) the other four characteristics were rated in the low/poor category by less than 10% of the teachers.

TABLE 8.3. AGE DIFFERENCE BETWEEN YOUNGEST AND OLDEST STUDENTS TAUGHT IN MAIN TEACHING AREA

| Age difference | S2 (130) | S3 (129) | S2 + S3 (259) |
|---|---|---|---|
| 2 years | 18.5 | 17.1 | 17.8 |
| 4 years | 16.2 | 20.2 | 18.1 |
| 6 years | 5.4 | 7.0 | 6.2 |
| 8 years | 4.6 | 2.3 | 3.5 |
| 10 years | 7.7 | 7.0 | 7.3 |
| 15 years | 41.5 | 43.4 | 42.5 |
| More than one range specified | 3.1 | | 1.5 |
| Unspecified | 3.1 | 3.1 | 3.1 |

TABLE 8.4. TEACHERS' RATINGS[1] OF STUDENTS ON FIVE PERSONAL CHARACTERISTICS (S2)

| | Low | Average | High | Very High | Unsp. |
|---|---|---|---|---|---|
| Interest | 4.6 | 37.7 | 43.8 | 9.2 | 4.6 |
| Effort | 6.9 | 49.2 | 33.8 | 4.6 | 5.4 |
| Ability | 9.2 | 65.4 | 20.0 | 0.8 | 4.6 |

| | Very Poor | Poor | Average | Good | Very Good | Unsp. |
|---|---|---|---|---|---|---|
| Study habits | 1.5 | 26.2 | 42.3 | 20.0 | 4.6 | 5.4 |
| Attitude | N/A | 2.3 | 22.3 | 49.2 | 21.5 | 4.6 |

[1] Table entries are proportions (%) of total sample (S2).

Taken overall, Table 8.4 suggests that while teachers are generally impressed with the motivation and interest shown by their students, they tend to view them as only 'average' in ability and somewhat disadvantaged by inadequately developed study skills. At the same time, though, around three-quarters of these same teachers (and also three-quarters of those in S3), feel that most of their students perform up to their level of ability (see Table 8.5).

TABLE 8.5. RESPONDENTS' ESTIMATES OF PROPORTION OF STUDENTS WHO PERFORM UP TO ABILITY.

| Estimate proportion | S2 (130) | S3 (129) | S2 + S3 (259) |
|---|---|---|---|
| Most of them do | 76.9 | 75.2 | 76.1 |
| Some of them do | 19.2 | 19.4 | 19.3 |
| Few of them do | | 1.6 | 0.8 |
| Unspecified | 3.8 | 3.8 | 3.8 |

## 8.4 Dealing with Special Students

Teachers responding to Questionnaire 2 (sample S2) were asked whether they typically encounter students who learn faster or more slowly than their peers, and whether some exhibit behaviours that are disruptive. The responses are shown in Table 8.6[1]. Clearly, the teachers are conscious of differential learning rates among their students, at least two-thirds reporting both fast and slow achievers in their classes.

Table 8.7 shows (for the 43 who referred to students whose cultural backgrounds inhibit their progress), the nature or cause of the learning disadvantage. In the main, the problem appears to reflect language difficulties of migrant students, although a sizeable proportion (23%) of teachers attributed the problem simply to different educational levels. Strategies used by teachers in making special allowances for these students are shown in Table 8.8. About half apparently rely on individual help and personal encouragement, while around 25% evidently see the problem as being serious enough to warrant specific remedial or make-up work.

Strategies used for students able to progress faster than average are shown in Table 8.9. Of the 106 teachers who cited this as applying in their classes, almost two-thirds referred to providing extra work

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[1] The four categories are not, of course, mutually exclusive; students fitting the first category presumably also fit the third, and those in the fourth category could well belong to any of the other three.

TABLE 8.6. PROPORTIONS OF TEACHERS WHO REPORTED PRESENCE OF VARIOUS KINDS OF 'PROBLEM' STUDENTS IN THEIR CLASSES (S2)

| Kinds of 'problem' students | Frequency (%) |
|---|---|
| Students whose learning is inhibited by cultural background (43) | 33.1 |
| Students who learn much better or faster than the average student (106) | 81.5 |
| Students who learn much slower or less well than the average student (113) | 86.9 |
| Students who are a disruptive influence in the class (48) | 36.9 |

TABLE 8.7. NATURE OF DISADVANTAGE DUE TO DIFFERENT CULTURAL BACKGROUND[1] (S2)

| Nature of disadvantage (N=43) | Frequency (%) |
|---|---|
| Non-English speaking European migrant | 34.8 |
| Inadequate levels in previous (overseas) education | 23.3 |
| Non-English speaking Asians/Africans | 18.6 |
| Low socio-economic background (E.P.U.Y.)[2] | 13.9 |
| Aboriginal | 2.3 |
| Physical handicap | 2.3 |

1 Entries are proportions (%) of group who gave the relevant affirmative response in Table 8.6.

2 Educational Programme for Unemployed Youth.

TABLE 8.8. TYPICAL STRATEGIES USED IN CATERING FOR STUDENTS EXPERIENCING DIFFICULTY BECAUSE OF DIFFERENT CULTURAL BACKGROUND[1] (S2)

| Teaching Strategy (N=43) | Frequency (%) |
|---|---|
| Individual teaching, patience, encouragement | 51.2 |
| Provide remedial help where needed | 11.6 |
| Provide extra or special work | 11.6 |
| No special measures taken | 7.0 |
| Refer student to College counsellor | 2.3 |
| Suggest/arrange other to copy notes, etc | |

[1] Entries are proportions (%) of group who gave the relevant affirmative response in Table 8.6.

TABLE 8.9. TYPICAL STRATEGIES USED TO CATER FOR STUDENTS WHO LEARN BETTER OR FASTER THAN AVERAGE[1] (S2)

| Teaching strategy (N=106) | Frequency (%) |
|---|---|
| Extra work organised (by the teacher) | 64.2 |
| Student allowed to progress at own pace | 13.2 |
| Extra work organised (by the student) | 7.6 |
| Involve student in helping others | 7.6 |
| No special measures taken | 3.8 |
| Promote student to higher level in subject | 0.9 |

[1] Entries are proportions (%) of group who gave the relevant affirmative response in Table 8.6.

for the student -- another 20%, or so, evidently have courses structured so that the faster student can proceed (presumably on a mastery-test, or unit progress, basis) at his own rate. The only other approach used (by 8% of the 106 teachers) is to organize the early-finishers to help others by peer-tutoring.

Table 8.10 shows what is typically done for students who progress more slowly than the rest of their class. Among the 113 teachers involved, almost three-quarters typically provide additional in-class help, encouragement or extra work.

TABLE 8.10. TYPICAL STRATEGIES USED TO PROVIDE ASSISTANCE FOR STUDENTS WHO LEARN SLOWER OR LESS WELL[1] (S2)

| Teaching strategy (N=113) | Frequency (%) |
|---|---|
| Individual help, encouragement, advice | 47.8 |
| Provide extra or special work | 25.7 |
| Allow student to work at own pace | 10.6 |
| Provide help outside class time | 5.3 |
| No special measure; use 'negative' approach | 4.4 |
| Arrange with counsellor for remediation | 3.5 |

[1] Table entries are proportions (%) of group who gave the relevant affirmative response in Table 8.6.

The types of problems considered disruptive to the class (reported by only 48 of the 130 teachers in S2), are summarised in Table 8.11. Strategies used in disciplining or otherwise controlling students who offend in these ways are shown in Table 8.12.

TABLE 8.11. NATURE OF BEHAVIOUR BY STUDENTS CAUSING DISRUPTION IN CLASS[1] (S2)

| Form of disruption (N=48 | Frequency (%) |
|---|---|
| Attention-seeking, talking, fidgetting, etc | 100.0 |
| Lack of motivation, non-completion of set work, etc | 7.0 |
| Disregard for regulations, late for class, etc | 7.0 |

[1] Entries are proportions (%) of group who gave the relevant affirmative response in Table 8.6.

TABLE 8.12. TYPICAL STRATEGIES USED IN COPING WITH DISRUPTIVE STUDENTS (S2)

| Teaching strategy (N=48) | Frequency (%) |
|---|---|
| Provide individual attention as required | 51.2 |
| Involve student in class activity | 25.6 |
| Depends on situation (variety used) | 25.6 |
| Contact parents | 2.3 |
| Suggest student conforms -- or leaves | 2.3 |
| Exclude from class; contact employer | 2.3 |

[1] Entries are proportions (%) of group who gave the relevant affirmative response in Table 8.6.

## 8.5 Summary

The data brought together in this chapter show that while male students clearly outnumber female students in general, co-educational or all-female classes are not uncommon. All-male or male-dominated classes are the typical pattern in the Apprenticeships and Other Technologies areas, but the pattern tends to mixed, or sometimes all-female classes in Art, Business and Commerce and Health Sciences. Taken overall, though, all-male classes are around five times as common as all-female classes, and even within mixed groups, males typically outnumber females by as much as three-to-one.

Almost 30% of the sample reported student ages in their classes as extending over a considerable range, though the remainder tended to work with groups relatively homogeneous in age. For the latter, the dominant range extends from 16 to 19 years, almost two-thirds of the total sample reporting that students in their main teaching areas are seldom over 21 years of age. As a general pattern, TAFE teachers evidently work with predominantly young, and hence homogeneous, groups or with groups quite diverse in age. Apart from the predictable restriction in the Apprenticeships area, each other teaching group reported some homogeneous and some heterogeneous classes.

While most teachers appear to be happy with the levels of motivation and interest shown by their students, they tend to view them as only 'average' in ability and somewhat disadvantaged by inadequately developed study skills. At the same time, though, most expressed the view that the majority of their students perform up to the level of their ability. By way of qualification, however, most of the teachers reported being conscious of differential learning rates among their students. For those who appear to work less well or less quickly than their peers, the most common teaching response involves the provision of additional in-class work or individualized help and encouragement. For those able to progress faster than average, provision for unit-progress or mastery learning arrangements were reported, though the most popularly mentioned tactic involved the assignment of additional, perhaps harder, work.

Among the one-third of teachers who reported problems arising from students with different cultural backgrounds, the most frequently cited problems reflected language difficulties of migrant students, though a significant number attributed their learning difficulties simply to different educational backgrounds. While most teachers experiencing these problems appear to rely on giving individual help and personal encouragement, a sizeable number evidently see the problems as serious enough to warrant specific remedial or make-up work.

CHAPTER 9

# Interviews with TAFE Teachers

## 9.1 Introduction

Though introducing some new foci of its own, this part of the study deliberately overlapped the three questionnaires to provide a cross-validation of the responses made under the anonymous, paper-and-pencil conditions of those instruments. The schedule used for the interviews included, *inter alia*, the following questions[1] (which were paraphrased or elaborated as necessary):

(1) What are the dominant activities of your teaching? (What do you do most of the time?)

(2) What do students do most of the time in your classes? (How do they work/learn in class?)

(3) What do you think that new or prospective TAFE teachers, coming into your teaching area, need to know?

(4) What are the problems that you face as a TAFE teacher in 1979?

(5) What needs/problems are particular to your teaching area? (Compare with other areas.)

(6) What are your recollections of the major inadequacies you felt when you first entered TAFE teaching?

The random sample of teachers for the interviews was drawn at the same time as the other samples and was approximately seven percent of the full-time teachers in each college. As previously, the sample was stratified by college to ensure representation from small colleges, but was not stratified on teaching area. Response rate in this case was virtually 100%; any teachers who could not be contacted for one reason or another were replaced by another suitably chosen, from the same college. In total, 88 interviews were conducted. There was some variation in the length of interviews but they lasted generally between 40 minutes and one hour. Some, of course, went considerably beyond that. The extent to which the interview sample can be accepted as representative of the population of TAFE teachers was discussed in Chapter 3.

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[1] Certain other questions dealing with feelings of satisfaction with TAFE teaching, and impressions about the students in their classes are discussed in other chapters.

Discussion will consider the responses of the total sample and, where appropriate, those of the usual area clusters. Since the sample was not area stratified, sub-samples in Other Technologies, Art and other smaller areas are probably too small to warrant separate interpretation. Among the larger groups were 16 teachers from General Studies, 36 from Apprenticeships and 23 from the Business and Commerce area. Only these three clusters will be referred to specifically in the analysis which follows.

## 9.2 Dominant Teaching Activities

Responses to the first of the interview questions are shown in Table 9.1. The categories were formed during subsequent analysis of

TABLE 9.1. DOMINANT TEACHING ACTIVITIES FOR RESPONDENTS IN THE SAMPLE AND THREE SUB-AREAS[1,2]

| Teaching Activity | All (88) | GS (16) | App (36) | BC (23) |
|---|---|---|---|---|
| Expository teaching (classroom chalk & talk) | 60 | 56 | 64 | 61 |
| Demonstration of principles, applications, etc in the classroom | 10 | | 6 | 22 |
| Demonstration of techniques, etc in lab or workshop, etc | 9 | 6 | 8 | 13 |
| Explaining or interpreting texts, notes or other handouts | 7 | 13 | 8 | |
| Organizing or leading discussions or tutorials | 6 | 13 | 6 | |
| Examining or assessing assigned seat work | 3 | 6 | 3 | 4 |
| Using teaching aids and other A/V material (film, tape, etc) | 2 | 6 | 3 | |
| Supervising practical or field work | 1 | | 4 | |

1. GS (General Studies); App (Apprenticeships); BC (Business and Commerce)

2 All table entries are proportions (%) of the sample or area group concerned.

interviewer records, and have been arranged here in descending order of popularity for the sample as a whole. The responses recorded in the analysis were the first examples given by the respondents; many respondents in fact went on to qualify their initial responses by describing other activities they felt were also important and which tended typically to take place in conjunction with the main activity. In most cases, additional activities were described by those who first mentioned some type of lecturing or classroom teaching. The activities added generally had to do with demonstration work in the classroom or laboratory, supervision of practical work or discussion with and between students.

The most striking aspect of Table 9.1 is the now-familiar emphasis on lecturing or other forms of expository teaching. Apart from the last three items in the table, most of the activities described were strongly teacher-centred, there being no mention, for example, of enquiry-oriented strategies. It is possible, of course, that the phrasing of the interview question may have led respondents naturally to emphasise activities of this sort rather than to consider the arrangement or facilitation of student-centred activity as a legitimate aspect of 'teaching' per se.

It is reassuring to find that the general picture of TAFE teacher activity conveyed by Table 9.1 is so consistent with that suggested by the questionnaire data discussed in Chapters 4, 5 and 6. In particular, the persistence of the pattern across the different areas is strongly confirming of earlier impressions. Where there appear to be imbalances in the table, these would effectively be smoothed out if respondents' additional activities were included in the overall tallies.

## 9.3 Dominant Student Activities

Table 9.2 summarises the interview records related to the second question of the schedule. Again, the table refers only to the first-mentioned, or primary activity described by the teachers concerned, and categories were formed after examination of the range of responses given. Apart from the relatively high proportion of teachers who mentioned student practical work (which, incidentally, does not apply in the General Studies area), the emphasis is clearly on activities determined by the general expository teaching styles that are evidently used. When students are not listening to, watching, or taking notes

TABLE 9.2. DOMINANT STUDENT ACTIVITIES REPORTED BY TEACHERS IN THE SAMPLE AND THREE SUB-AREAS[1,2]

| Student Activity | All (88) | GS (16) | App (36) | BC (23) |
|---|---|---|---|---|
| Listening to teacher, observing demonstrations, etc | 30 | 19 | 33 | 26 |
| Doing relevant practical, laboratory or field work | 24 | 6 | 28 | 30 |
| Taking notes from teachers oral presentation | 19 | 19 | 19 | 22 |
| Answering teacher's questions or otherwise discussing, etc | 13 | 25 | 11 | 9 |
| Working on assigned work or problems | 6 | 6 | | |
| Working from text, prepared sheets, etc | 6 | 19 | 6 | |
| Reading texts, references or other individual study | 1 | 6 | 3 | 13 |
| Drawing (technical, art, etc) | 1 | | | |

1 GS (General Studies); App (Apprenticeships); BC (Business and Commerce)

2 All table entries are proportions (%) of the sample or area group concerned.

from the teacher, they tend either to be engaging in practical work or working through set exercises, problems or other paper-and-pencil seat work. Again, there is an absence of explicit reference to independent student enquiry or experimentation as a common teaching-learning strategy.

For the separate area clusters, there are recognizable differences on some of the items. General Studies students, for example, are relatively less likely to engage in practical work, but are more likely than others to take part in class questioning or other kinds of discussion with the teacher, and more likely to emphasise seat-work based on assigned exercises from the text or prepared handouts.

Individual study would appear to be more common among Business and Commerce students than elsewhere. Nevertheless, despite these differences, the similarity between the groups on the first three tabled items is quite marked.

## 9.4 The Needs of Beginning TAFE Teachers

At one point in the interview, respondents were asked to suggest the things they felt a beginning TAFE person most needs to know, or be able to do, in order to be effective as a teacher or to cope in the system. The responses were wide ranging, sometimes digressing to include personal evaluation of the present Technical Teacher Training (TTT) system. Table 9.3 has summarised all of the comments made by the teachers, but has separated (by the double horizontal line) those which described needs and those which related to the training system presently in use.

Knowledge of one's own trade or teaching area, along with the basic skills needed to impart this to others, is quite clearly seen as the fundamental requisite for teachers in the TAFE sector. For those who saw the need to understand and cope with the institutionalised or bureaucratic context of TAFE teaching as the important concern (19%), knowledge of regulations, expectations and legal liabilities were the most frequently mentioned aspects.

## 9.5 Problems Presently Experienced by TAFE Teachers

For the respondents themselves, the main difficulties encountered in the context of carrying out their professional roles are summarised in Table 9.4. The tallying used in preparing the table allowed for multiple responses from the one person wherever additional comments related to another of the table categories.

The clear leaders in the set are those having to do with problems associated with access to suitable teaching aids, the difficulties of staying abreast of current developments in their specialist field, heavy teaching and preparation loads, and frustrations associated with administrative procedures or working constraints. It should be noted, though, that only one of these categories of problem was mentioned by more than 20% of the interview sample.

TABLE 9.3. RESPONDENTS' PERCEPTIONS OF KEY NEEDS OF BEGINNING TAFE TEACHERS (N=88)

| Areas of Need | Frequency[1] (%) |
|---|---|
| Knowledge of own trade or teaching subject | 55 |
| Knowing how to teach/be interesting/be prepared. Possessing communication and remedial skills. | 40 |
| Knowledge of Tech. and Departmental regulations, responsibilities and liabilities in law. Knowledge of T.E.S. opportunities. | 19 |
| Ability to know and understand students (particularly adults), discipline, assessment, etc. | 16 |
| Self-knowledge -- need to meet other teachers to get a proper perspective on teaching. | 10 |
| Knowledge of available teaching aids and support materials | 8 |
| Understand how to set objectives, plan sequence of work, select relevant content, etc. | 7 |
| Knowledge of how to get help from experienced teachers, technicians, etc. | 2 |
| Knowledge of A/V materials | 2 |
| Present TTT curriculum is not relevant for trade teachers or Tech. Extension Service | 6 |
| Present TTT is useful for ex-secondary teachers, though oriented too much to trades | 1 |
| There are difficulties in combining TTT and teaching -- there is need for more release time | 1 |

[1] The tally system used for this table allowed for more than one response by the same person, though this applies across, rather than within, the categories defined in the table.

Though intended to identify problems particular to certain teaching areas (by asking for features respondents felt did *not* apply in other TAFE teaching areas), the fifth of the interview questions listed earlier tended to evoke more of the same generalisable examples. Table 9.5 summarises the responses by the sample as a whole; it has been decided not to present area cross-tabulations in this case because of the common misinterpretation of the question itself.

TABLE 9.4. RESPONDENTS' PERCEPTIONS OF CURRENT PROBLEMS EXPERIENCED IN OWN TEACHING (N=88)

| Problems | Frequency (%) |
|---|---|
| Problems re quality and quantity of equipment and teaching aids. (Includes lack of workshop space and A/V room.) | 23 |
| Keeping up with changes and developments in area; keeping contact with industry/trade/profession; uncertainty about future of TAFE; need time off for own study/professional activities | 17 |
| Bureaucratic/administrative problems; lack of contact with other staff; unprofessional colleagues; difficult to get release for own study | 14 |
| Too much preparation; heavy teaching load; teaching too time consuming; demanding; like to specialise more (i.e. apprenticeship supervisor); lack time to prepare special materials | 14 |
| Class sizes too large; block release; "don't get to know students" | 5 |
| Being relevant to students; difficulty of adjusting to mature age students/aboriginal students | 3 |
| Staff room accommodation; how to share; crowded, etc | 3 |
| Poor students/evening students and part-time; heavy evening enrolments | 3 |
| Poor promotion prospects | 2 |
| Need technicians/paraprofessionals; clerical assistance | 2 |
| Committees rather than teaching; administration | 1 |
| Difficulty in implementing change in curriculum | 1 |

Again, the problem of access to needed materials and other aids is the dominant problem cited. In this case, however, the particular difficulties experienced by teachers in the country colleges where perishable goods are involved was cited by a number of teachers.

In this table, and in Table 9.4, the need for some type of work-release or professional experience programme for TAFE teachers was

TABLE 9.5. RESPONDENTS' PERCEPTIONS OF PROBLEMS PARTICULAR TO OWN TEACHING AREA (N=88)

| Problems particular to own area | Frequency (%) |
|---|---|
| Need better equipment, time lag in getting, problems with perishable load (live models), lack finance, site visits, country areas, equipment must be serviced in Perth | 43 |
| Need time to keep up with and practise skills in modern technology; find firm to take you for work release; inservice; etc | 9 |
| Poor curriculum; teaching too wide a range, too much content for time allowed; showing relevance of Eng; etc | 7 |
| Need smaller classes (NB: if classes too small, T.E.D. says must fit into another course) | 5 |
| Safe working in laboratory; need more space | 5 |
| Students' previous education; wide academic range; "should be entrance examination" | 5 |
| Need to understand technical system and bureaucracy, timetable changes, country areas, no continuity of staff | 3 |
| Need to be able to manage teaching aids, A/V materials/ instructional aids | 2 |
| Need better library services | 2 |
| Need better understanding of students, their needs (i.e. Eng type service course); "no counsellor in country" | 1 |
| Employers (e.g. hairdressers) will not release apprentices on Fridays | 1 |

proposed as a meaningful way to keep in touch with techniques and development in their subject or trade areas.

## 9.6 Recollections of Inadequacies as a Beginning TAFE Teacher

Perhaps naturally enough, there is a degree of correlation between responses to this question and the earlier one on the needs of beginning

teachers generally. However, while 55% of respondents in Table 9.3 put knowledge of their subject area or trade as the primary requirement, only 7% felt they had entered TAFE teaching with an inadequate background in this regard. The full range of responses to this question is shown in Table 9.6.

TABLE 9.6. RESPONDENTS' RECOLLECTIONS OF INADEQUACIES WHEN FIRST ENTERING TAFE TEACHING (N=88)

| Early inadequacies as teacher | Frequency (%) |
|---|---|
| Adjusting to change of work, to TAFE teaching, and to being student again; "nobody seemed concerned about how efficient you are"; "no introduction or showing around" | 17 |
| Lacking in teaching skills; need to relate to students; what level to pitch work; communication skills; aboriginal education; need social welfare training | 17 |
| Coping with unfamiliarity with curriculum; lot of preparation; no prepared material to use at beginning | 16 |
| Needed programme/course rather than just two weeks induction; need teacher training prior to actually beginning teaching | 14 |
| No problems (secondary teachers); saw self as teaching subject area | 10 |
| Some problem with range of subject (i.e. knowing it well enough to teach) | 7 |
| Country people disadvantaged | 3 |
| Lack of TTT because married and on temporary staff | 2 |
| Need technical help, administrative support, senior staff help | 2 |
| Becoming familiar with laboratory equipment, laboratory tests, OHT projectors, etc | 1 |

Among the most commonly cited inadequacies related to poorly developed induction procedures, problems of adjusting to the teaching and study demands of the early years, and weaknesses in skills needed for teaching and curriculum development. Some 14% of the sample felt that

the concurrent training model currently used should be replaced by, or modified to include a period of, initial pre-service teacher training. Perhaps in the same vein, 16% of the sample referred to what they saw to be serious overloads in teaching time and lesson or course preparation demands during the beginning-teacher phase.

## 9.7 Summary

This chapter was based on interviews with a sample of 88 technical teachers. The interviews focused on the activities they engaged in during teaching, the kinds of activities they arranged for their students, their views on the needs of beginning teachers and the problems faced by TAFE teachers today, and their recollections of inadequacies felt on entering TAFE teaching. Most interviews lasted between 40 minutes and one hour, though some lasted considerably longer.

With regard to teacher behaviours, the interview data confirmed the earlier questionnaire findings of major reliance on lecturing and other forms of expository teaching, with little apparent emphasis on enquiry-oriented or other student-centred learning strategies. This persisted across all of the teaching areas represented.

Similarly, when describing student activities, most teachers referred to those kinds of activities generally associated with expository teaching modes. When students are not listening to, watching, or taking notes from the teacher, they tend either to be engaging in prescribed practical work or else working through set exercises, problems or other paper-and-pencil seat work. For the separate area clusters, there were some interesting differences. General Studies students, for example, are evidently less likely to engage in practical work, but more likely than others to take part in class questioning or other kinds of discussion with the teacher, and more likely to emphasise seat work based on exercises from the text or prepared handouts. Individual study would appear to be more common among Business and Commerce students than elsewhere.

As far as the teachers themselves were concerned, knowledge of one's own trade or teaching area, along with the basic skills needed to impart this to others, was clearly seen as the fundamental requisite

for teachers in the TAFE sector. For the one-fifth who saw a need to understand and cope with the institutionalised or bureaucratic context of TAFE teaching, knowledge of regulations, expectations and legal liabilities were the most frequently mentioned aspects.

Among the difficulties encountered by these teachers in their work, the most common were lack of access to suitable teaching aids, difficulties of staying abreast of current developments in their fields, heavy preparation loads, and frustrations related to administrative demands or working constraints. With regard to maintaining currency, a number of teachers suggested a need for organised work-experience or other professional experience programmes.

Asked to recall their own inadequacies when first entering TAFE, only a minority of respondents mentioned lack of content knowledge as a significant weakness. On the other hand, there were frequent references to poorly developed induction procedures, problems of adjusting to teaching and study demands in the early years, and weaknesses in skills needed for teaching and curriculum development. Some teachers saw serious overloads in teaching time in the initial years; others suggested a need to modify existing training provisions to include a period of initial, pre-service teacher training.

# CHAPTER 10

## Satisfactions and Dissatisfactions of TAFE Teachers

### 10.1 Introduction

Though it was not the purpose of this study to make an evaluation of TAFE teaching, attention to the evaluative feelings of respondents was considered necessary to place the rest of the self-reported data in context. In Questionnaires 2 and 3 and the interview schedule, teachers were therefore asked the following questions:

a. What, to you, is the most successful and satisfying aspect of your professional life as a TAFE teacher?

b. What, to you, is the least successful and most unsatisfactory aspect of your professional life as a TAFE teacher?

In each case, respondents were given a substantial amount of space (or time) to develop or elaborate upon their answers. For the analysis, the three samples have been pooled, giving a sample size of 347 teachers.

### 10.2 Satisfactions Expressed by Respondents

The extensive comments made by teachers to this question were coded into the seven categories shown in Table 10.1 Rather than attempting to derive a single descriptor for each category, the categories have been defined by illustrative examples. The response rate overall for this question was 80%; only 72 teachers failed to make at least one comment to the item. Where a respondent included more than one aspect, the two most meaningful and easily differentiable were included in the tallies. In some cases, respondents were credited with more than one example within the first two categories in the table.

Basically, the list emphasises the indirect or intrinsic rewards that TAFE teachers evidently derive from their interactions with students. Mentioned most often were the feelings of satisfaction that come from helping others to learn, making a tangible contribution by developing practical, job-related skills in the student, and seeing graduates making a success in their chosen fields of employment.

TABLE 10.1. ASPECTS OF THE TEACHING CONSIDERED MOST SATISFYING OR SUCCESSFUL[1] (N=347)

| Most satisfying aspects | Number of respondents[2] |
|---|---|
| Being successful in getting students to learn; passing on skills; influencing students; seeing the success of ex-students | 160 |
| Relating theory to practice; doing something useful and practical; using own professional (trade) and educational skills | 111 |
| Interaction with students; working with mature students (especially in evening, hobby classes) and adult aboriginal students | 32 |
| Opportunity for continued self-development; constantly learning about own area and developing teaching skills | 9 |
| The task is challenging, self-motivating, with good work satisfaction; feeling of being one's own master, expert in area | 8 |
| Conditions of service; security of tenure; holidays; Fridays free of class contact | 7 |
| Flexibility of the programme, informality, association with colleagues, quality of life | 2 |

1 Tallies included a second aspect where cited by some respondents. In all, 72 teachers (mainly in Questionnaire 3 group) made no response to this item.

2 Unlike previous tables, entries refer to absolute frequencies since multiple responses within categories were tallied for some respondents.

## 10.3 Dissatisfactions with TAFE Teaching

While the previous table clearly shows the basis for teachers' job-satisfaction in TAFE, the 61% percent who cited one or more areas of dissatisfaction (see Table 10.2) suggest that this can often be compromised by certain less attractive features of their work. Among these, are frustrations caused by students who appear disinterested in their work, those who end up 'dropping out' when pressure is applied and those who have trouble coping because of language-related difficulties. At the same time, other teachers emphasised poor

TABLE 10.2. ASPECTS OF TAFE TEACHING CONSIDERED LEAST SATISFYING OR MOST UNSATISFYING[1] (N=347)

| Least satisfying aspects | Number of respondents |
|---|---|
| Student problems (slow, unmotivated, culturally disadvantaged, language problems, high drop-out rates) | 59 |
| Poor facilities (split sites, lack of space for preparation); poor equipment (not enough, poor quality, lack of funds) | 40 |
| Administration problems (too much bureaucracy, too much personal admin work, need for secretaries and para-professionals, too many committees, paper work) | 33 |
| Lack of recognized DOTT time for preparation and marking; too much has to be done after hours in own time (marking, etc) | 26 |
| Syllabus out of date and difficult to change; curriculum too theoretical (trade teachers only) | 25 |
| Timetable problems (monotony, routine, repetition of classes); load too demanding | 16 |
| Uncooperative and unprofessional colleagues | 11 |
| Failing to get students to learn or develop self-discipline; ability range in class too large | 8 |
| Awareness of own lack of professional ability and competence; isolation as professional, out of touch with industry | 8 |
| Structure of TAFE as a profession; system of promotion favours academic qualifications; need for continuous part-time study while teaching | 6 |
| Poor salary and conditions of service; lack of recognition as a professional; teaching loads too high (in Art) to allow development of own professional skills | 5 |
| Poor relationships with students' employers; lack of contact with parents | 5 |
| Lack of formal evaluation; teachers role in assessing and grading students distasteful | 2 |

[1] Tallies included a second response by 30 respondents.

facilities and equipment, feelings of working under deprivation because of lack of funds for equipment purchase or maintenance, and the distractions or diversions caused by administrative and related paper work. Teachers in each of the sub-samples asserted a need for some form of clerical or paraprofessional support to allow them to devote more of their energies to the teaching and curriculum development aspects of their work. There was, too, a fairly widespread mention of marking and preparation loads which were seen as unreasonably high given what they saw as heavy teaching loads.

## 10.4 Summary

The majority of TAFE teachers evidently derive considerable personal satisfaction from their work, respondents emphasising most often the indirect or intrinsic rewards they gain from their interactions with students. Among these are feelings of satisfaction in helping others to learn, developing practical skills in the student, and watching the progress of successful graduates. On the negative side, a number of teachers referred to frustrations caused by poorly motivated students, high drop-out rates, and communication problems deriving from language weaknesses among some students. Others pointed to poor facilities, lack of funds for equipment purchase or maintenance, distractions caused by administrative or non-teaching paper-work, and heavy preparation and marking loads associated with high levels of class contact time.

CHAPTER 11

# Personal Impressions of TAFE Teaching

## 11.1 Introduction

This chapter departs from earlier parts of the report in including the personal impressions and intuitive judgements of members of the research team. Since the study had involved a substantial amount of interview and observation work in the technical colleges, it was thought that inclusion of the researchers' general impressions of TAFE teaching would add a further and useful dimension to the more rigorous data of the questionnaires and interviews. As noted in Chapter 2, the study involved 88 interviews of teachers in their work settings. In more than 40 of these cases, the interviewer also spent time in the teacher's class observing the nature and style of instruction and the kinds of interactions that appeared to make up the teaching-learning activity. The researchers involved in this part of the study had been aided by the standard interview schedule and a set of classroom observation scales. The latter were not necessarily used in any rigorously controlled way, and the data from them have not been analysed as a separate part of this report. However, they did form a useful personal record for the researchers and have provided a background for compilation of their impressionistic accounts.

Four points should perhaps be made before the personal accounts are presented. First, each of the six team members involved in the field work had come new to any involvement with TAFE colleges in Western Australia and, for the most part, new to any involvement with technical education in general. Thus, their reports are unlikely to be influenced strongly by pre-conceived notions about TAFE colleges and TAFE teaching.

Second, the fact that different individuals had been allocated different colleges for their interview assignments necessarily limits the extent to which generalisations may be drawn out of the set of reports. On average, the reports are based upon visits to three to four colleges, though some team members visited and spent time in more while others were confined to one or two colleges.

Third, and this point is made for the benefit of those not familiar with the TAFE sector in Western Australia, technical colleges in Western Australia vary considerably in terms of size, location, age, and adequacy of facilities. Of the total of 14 colleges, two are close to brand new, two are in inner city areas, have scattered buildings and are of a considerable age. Further, several colleges have very large student bodies while others are quite small. Four of the colleges are in country centres. In addition, there is considerable specialisation within the technical college sector to the extent that special areas of interest dominate certain colleges. One college in the metropolitan area has a predominance of classes and programmes related to the automobile trades, another college specialises in a cluster of programmes associated with catering, while yet another specialises in heavy engineering subjects.

Finally, it is important to make clear the circumstances in which the researchers' personal impressions were written. At the end of the observation and interview phase of the study, each member who had spent time in the colleges was asked to think in global terms about his experiences and to write a brief statement of general impressions. Each was asked to focus on the teachers, their students, and the general character of TAFE teaching. With one exception, the researchers responded to this request before being exposed to any of the data analyses presented in the preceding chapters. Thus, the accounts are not generally influenced by knowledge of results from other parts of the study.

The reports of the researchers follow and, apart from minor editorial changes to provide for anonymity of people and colleges, they are exactly as submitted to the project. Some commentary follows the set of reports.

## TEAM MEMBER A

College Environment:

The recently constructed College A had excellent facilities and space. College B, the older one, was short of space and hence some activities were very crowded. However, in all situations, the buildings were very clean and materials and displays were well organised and stored. The general atmosphere was relaxed and communication with students seemed very good. There is no doubt that the

small class sizes (in relation to those often encountered in high schools and the larger CAE's) was a significant factor. Over many visits I encountered only one class with more than twelve students.

Students:

Students seemed to show a genuine interest in learning and the performance of practical activities. The focus on their specific job interests was evidently a strong motivating factor. Indeed, I witnessed examples of learning of simple scientific principles in pre-apprenticeship classes that in the usual general science class of high schools has often lacked interest. Students seem at ease in interaction with staff.

TAFE Staff:

My sample was biased on trades areas but the following elements impressed me:

Strong commitment to teaching and satisfaction from assisting students to become good tradesmen/professionals.

A genuine concern for the quality of service or performance in the trade/profession to which they belonged.

A wish to remain well up to date at all times; sometimes a feeling that the teaching job or its arrangements prevented this from being accomplished well.

The maturity of the teachers in dealing with most teaching and college situations; a major factor is their experience in industry and commerce.

Teaching:

Teaching was in all cases supported by the use of a range of media and practical activity. In general, it was well used. The ability of experienced teachers to draw on real practical examples from their previous industrial experiences was of immense value in the teaching situations.

TEAM MEMBER B

In interviewing TAFE teachers and observing their teaching, I found them to be articulate and committed to their work. They generally followed a traditional approach to teaching, either lecturing in front of the class as a whole (classes were not large) or setting students to work individually on tasks. In many cases,

this traditional pattern seemed appropriate. In the trade area, students had a firm career goal and wanted to acquire relevant knowledge efficiently and then put it to use. In the TAFE subjects generally, students again wanted to acquire knowledge efficiently since they had to complete a two-year course in one year. Nevertheless, there was not a variety of teaching methods used. The traditional methods that were used were handled competently.

The teachers seemed to like TAFE teaching, and preferred it to both industry and secondary school teaching. They almost all enjoyed working with students in the course. (I observed the students to be fairly motivated and saw no problems of discipline.) The teachers were also pleased with general working conditions, such as salary and leave. Their main area of discontent was with resources such as materials, equipment, and space. For example, at College A, teaching aids were scarce, and turn-around time for duplication was lengthy. At College B, the trade people felt cramped and hampered by machine noise. At College C, everything appeared to be in need of repair or replacement. Another area of discontent centred on those teachers combining teaching and administration, they thought the administrative load to be heavy for the release time provided.

During the interviews, some TAFE teachers made comments that particularly struck me. John Smith (pseudonym), an older teacher from College B, said that young teachers could learn a lot from teachers who had retired or were near retirement. Bill Brown (pseudonym), who is in bricklaying, said that he had the problem of students having to tear down everything they built because of union regulations. This comment highlighted the fact that TAFE teachers in the trade areas have the additional responsibility of working with those in industry and observing industrial constraints. Mike Jones (pseudonym), of College B, in architectural design, and Mary Williams (pseudonym) of College D, in commercial studies, both expressed the concern of losing their technical skills. They said that in teaching they do not have much opportunity to practise their skills and could easily fall behind their counterparts in industry. Mary said that the avenues were there, such as study leave, but it was difficult to find a place of business to accept a teacher on a temporary basis. Mike felt hampered by the rule that a teacher cannot have a second income.

Finally, Robert Green (pseudonym) of College C, in plumbing, and John King (pseudonym) of College D, in metal construction, had strong views about a new TAFE teacher having to begin teaching and teacher training concurrently. (It was interesting that their views were the same, even though Robert had 26 years of teaching experience and John had just started teaching.) Robert said that concurrent training and teaching overloaded a person and "made a conscientious person a nervous wreck".

Also, with no teaching skills, new teachers were "babes in the woods" being "thrown to the wolves". They were only saved if an older teacher helped them out in the first year. (Many teachers I talked with felt the local training provision was inadequate.) Robert recommended a separate college for teacher training that all new teachers attend, including those in the country. He thought that, as a minimum, six months of training in teaching skills was necessary before the start of teaching.

John said that the transition from industry to teaching was a big one. Between working in industry and teaching, he had three years administrative experience, where he learned management and communication skills, valuable he said to his teaching. Without this experience, he said the adjustment to teaching would have been very difficult. John was a temporary teacher for one year and so taught for a year before receiving training. He said this arrangement was even better than the one for permanent teachers because there wasn't such a heavy burden the first year. Another teacher in a similar position supported this view. Like Robert, John also recommended some teacher training before the start of teaching.

I talked to other teachers of varying experience who either felt neutral about the current training system or favoured it. But what struck me about Robert's and John's comments was the strength of their commitment to the same view from two very different perspectives of experience.

## TEAM MEMBER C

From my observations of a number of TAFE teachers, it would appear that there is a great deal of similarity between teaching in the technical college and in the secondary school. That is, it seemed to be the usual case that the college lecturer, like his high school counterpart, would firstly present a "slab" of information, then illustrate it with an example or a small practical exercise before presenting more information; thus the whole cyclical process would start again. This pattern appeared to be the only teaching strategy for the majority of courses, and this was the case irrespective of the course material to be taught or the particular students involved.

On the other hand, though, the vast majority of TAFE teachers expressed a keen interest in their job. They also perceived themselves as being "different" from teaching staff in other educational systems. This

perception, however, was not reflected in their own descriptions of their work. Comments from several staff members on the topic of "what technical teachers do" generally stressed how they were both similar to primary and secondary school teachers in their conditions of employment, but also akin to tertiary staff in terms of the level of students taught and the material presented. If TAFE staff were not noticeably different from traditional school teachers in their job descriptions, they certainly were in one other respect -- age. It was a striking feature that, by and large, they were (as a group) considerably older than one might find in primary or secondary school teaching.

The TAFE staff I spoke to stressed that it was the opportunity for contact with students which was one of the main reasons for their moving into the Technical Education Division. On the other hand, though, very few indicated any out of class contact (either professional or social) with their students.

With one or two exceptions, TAFE staff saw some teacher preparation course as essential. The majority, however, did not want this to be provided through the Technical Education Division. The reasons for this latter view appeared to fall into two main areas: the first was that, if a qualification is being sought, it should be recognised nationally; the second was that an "in-house" course creates a number of problems that are not likely to be addressed on an educational basis. With respect to the nature of the teacher preparation programme, TAFE staff saw such skill areas as questioning, familiarity with a variety of teaching strategies, and effective communication, as essential.

However, at least three concerns were expressed about a "universal" TAFE teacher preparation programme, if it were to move away from the Division. The first of these was that the institution responsible for the course should have a familiarity with the TAFE area and the needs of the staff. The second was that the faculty who taught on the programme should either have experience in TAFE or be supplemented by seconded TAFE staff. The third related to the content of the programme and here it was stated that there should be extensive consultation with the TAFE sector regarding the programme.

Travelling around to the various technical colleges revealed several surprising features. The first was the shortage of facilities. This was seen in inadequate classroom provision, exceedingly poor staff office space and the amount of split-site travel that was required. The second was the number of staff who taught in Albany or Kalgoorlie but lived in Perth. These staff, quite senior in many cases, boarded in the town in which they taught, and travelled to their homes in Perth whenever possible.

Finally, while the morale of technical college teachers appeared generally to be high, there were

at least two issues that were giving rise to some anxiety. The first, and perhaps the simplest to deal with, has to do with mooted changes in TAFE employment conditions. The second deals with the future direction of TAFE. It was possible to discern in some college staff a hesitation in accepting an increasing involvement in "adult education".

TEAM MEMBER D

My involvement with the TAFE Project has taken me for the first time into a number of technical colleges. These visits and the interaction with staff which has resulted, has left me with a number of impressions of TAFE teaching, some of which verify preconceptions which I felt but many of which were markedly different from what I had expected.

Facilities and Working Conditions:

In terms of facilities and working conditions, my lasting impression is one of new, well-planned, excellently equipped facilities which have been expertly designed for the special needs of technical and further education. The visitor to new technical colleges cannot avoid being impressed by the comfort of reception facilities and the impressive nature of administrative accommodation. In all the instructional areas, the impression is one of expensive equipment and spaciousness. In none of the facilities which I visited did I see clutter or disorder. Rather, my impression is one of orderliness and close association between staff, facilities and the learning task.

In my view, the working conditions enjoyed by TAFE teachers place them in a superior position to many others in non-technical colleges. The equipment and facilities which they enjoy are all of the very highest quality and the flexibility with which they can manipulate their timetables to ensure blocks of non-contact time is an advantage which contributes much to the morale of technical institutions.

Staff:

My impression of the staff which I interviewed is one of highly competent practitioners who have a thorough knowledge of their subject area and have a commitment to translating this knowledge into effective practice. There is a close connection between staff and students, and the related and the applied nature of all that is taught has a considerable influence on the nature of instruction. Staff know that their effectiveness will be

judged in the market place and that their reputations are strongly dependent on the quality of their student output.

Students:

Again my impression is one of highly motivated students with a strong commitment to succeed. It was noticeable in some of the classes I observed that students asked a high number of clarificatory questions. This tends to highlight their need for understanding which I believe is directly related to the applied nature of all they are learning. A sheetmetal worker, for example, when learning to make a particular model, knows that this has a direct place in the reality of his work as a plumber or sheetmetal worker.

While classes are usually divided into theory and practical, the connection between the theory and practice is very close. The student in the technical drawing class takes the plan which he has developed into the machine shop and makes the object which has been drawn. It is noticeable that in both theory and practice the student's time-on-task is very high.

Instruction:

I would characterise the instruction as largely teacher-centred. The teacher generally presents himself as the person who holds the information which has to be transmitted to the students in his charge. There are few opportunities, nor is it seen as appropriate, for students to engage in discovery methods. Instruction generally therefore is well directed and highly specific with the goals and outcomes clearly defined and the evaluation procedures clearly identified at the outset.

Another lasting impression is that of class sizes. Particularly in the workshop situation, these are quite small.

In summary, therefore, I am left with an impression of well-equipped facilities, excellent working conditions, highly motivated students and very competent staff engaged in an effective and very valuable educational enterprise.

TEAM MEMBER E

The overall impression of teaching, teachers and of TAFE colleges in general is one of organised industry with small instruction groups and a motivated student body. For someone whose previous experience had mostly been in primary and secondary schools and in tertiary institutions, the relatively small classes and specific teacher directed instruction which seems to characterise TAFE teaching was

noticeable because it is so rarely found in those other educational settings. In comparison with secondary school teachers, for example, the typical TAFE teacher seems to have a much clearer idea of what he is doing and how he is going to go about teaching the students a particular skill, information or idea.

There is, somehow, a greater sense of calmness and certainty about TAFE teachers than is often found in secondary and primary schools. In this regard, they come closer to the typical tertiary level institutions. Perhaps this calmness is a reflection of age and maturity -- the vast majority of TAFE teachers are experienced and mature adults and this seems to be particularly true in the trades area.

TAFE teaching also seems to be characterised by relatively small classes. This small size is often dictated by the amount of equipment that is available or the number of students that can be safely supervised in a laboratory or workshop setting. Nevertheless, a consequence of this is that there is considerable opportunity for communication in the classroom setting between the teacher and the student, less chance of a student in the instructional setting becoming lost in the crowd. This having been said, it must be added that teacher-student communication in class seems to be narrowly focused upon the detail of the skill or topic; wide-ranging inquiry was not found.

The style of TAFE instruction is one which I would characterise as "cut and dried". TAFE instructors in various subject areas are both concerned with, and instruct at, the concrete level. Instruction in TAFE settings is not concerned so much with ideas or with encouraging speculative or critical thinking on the part of students, but seemed rather firmly based upon skills, procedures and knowledge which has a high degree of acceptability and certainty in the societal context. There would appear to be a higher degree of set curricula within the TAFE structure than is the case with either secondary or tertiary education.

TAFE teachers' educational concerns thus consist in large part of matters which focus on the organised, established curriculum in the areas in which they teach. What I am saying here, is that curriculum dominates strategy and method, both in reality and as a matter of concern for teachers. This, I think, contrasts with the position in tertiary education, and to a rather lesser extent secondary education, where there is much greater possibility of variation between curricula and content and the first concern of teachers is often one of method and teaching strategy. It would seem that in the TAFE setting, the organised structure of the curriculum is interpreted by TAFE teachers as dictating the ways in which they teach.

A researcher who spends whole days in technical colleges is still to some degree a visitor and not a part of the administrative structure and organisation of the place. Thus, one needs to be cautious in talking about such things as atmosphere and style. With that caveat however, my perception is that staff in the smaller technical colleges, seem a fairly cohesive group who meet and socialise over coffee and lunch and seem to have some sense of being together as a group. However, cohesion and easy relationships with senior staff and administrators is much less a part of older bigger colleges. In all four of the technical colleges in which I spent most time, the relationship between staff and administration seemed to me to be comfortable and easy.

## TEAM MEMBER F

Probably the most significant impression I gained from this experience was that the Technical Education Division's syllabi, class workbooks, and project workbooks almost totally dominate the curriculum. These materials seem to serve as the core of the curriculum -- motivating, directing, and shaping virtually all teacher-learner activity throughout the college The materials appear extremely didactic, heavily oriented to recall of information (*vis a vis* problem-solving, application of principles, etc.). The role of the teacher seems relegated primarily to following the assignments given in these materials, modified only by the availability of equipment and materials.

Teaching the topics prescribed in the workbooks consists overwhelmingly of lectures, occasionally supported by chalkboard notes and drawings, occasionally supported by in-class demonstrations (if the gear is small enough), occasional classroom questioning and, inevitably, the sequential workbook assignment. These paper-and-pencil assignments are most often executed in class, and then either marked in class or taken home by the teacher for marking. (It should be noted that I did not observe workshop teaching.)

It is difficult to judge the extent of media usage; my impression is that it is minimal. I saw only overhead projectors used and one 16mm film projector. The rooms were poorly fitted out for media use -- the overheads were propped awkwardly on chairs and directed to eye-level portable screens. The teachers obviously did not know how to use them properly, judging from the materials employed. The overhead materials were prepared transparencies only. I saw no spontaneous drawing or notation via felt-pens on the transparency material and none of the instructors even had a felt-pen available for such use.

The classrooms themselves appeared especially barren. There were few examples of informational material around -- a few commercial posters and a couple of 3-dimension models -- but mostly bare walls, empty display cabinets, and empty tack boards.

I also observed no evidence of other teaching paradigms, such as group investigation, student reports, problem-solving, etc. The only model observed was that of "chalk-talk-workbook". My impression of this activity was that it was uninvolving, boring, and time-wasting for both students and teachers. Further, they all seemed to know it, but seemed powerless to alter it. What seemed to be taking place was a kind of ritual dance presided over by the Technical Education Division, *in absentia*.

Most of the teachers seemed keen enough, but had few methodological resources to help them enliven the process. The students, for the most part I think, want to succeed. Yet the teachers commonly complain that they have trouble motivating their students. There is a tendency to blame the students -- that is, that many are there because of parental pressure and not because of internal motivation. Yet they acknowledge that they wish they could do more to motivate the students.

I have no doubt that a significant part of the problem might be overcome with more imaginative and varied teaching strategies. But the normative pattern of teaching that has been established within this system appears to be perpetuated both by internal social pressures to conform, and the nature of the training they receive. In this regard, the requirement that new teacher-recruits teach at least one year without <u>any</u> pre-service training can only be described as astonishing. All my interviewees reported feeling quite helpless in their first year and, to solve the problem, having modelled their initial teaching on the practices they saw around them.

Overall, the teaching I witnessed was uninspiring at best. But I would hasten to emphasise that this is not due, in my judgement, to any lack of ability or motivation on the part of the teachers I met with. I believe they are genuinely caring about their students and try to do a good job of teaching.

## 11.2 Commentary

Despite the fact that the foregoing reports are somewhat individualistic in style and focus, and while recognising that they are each based on different people, different places and different subject areas, it is still possible to highlight some of the more consistent threads contained in the statements.

For the most part, these consistencies relate to impressions of teaching strategies, the curriculum, and teacher attitudes. It would seem that it is the view of project members that teaching in the TAFE sector tends to be teacher oriented and dominated, and that the lecture, chalk-and-talk, or expository strategy is the preferred and most common method of instruction. Teaching in the technical colleges appears to be very goal oriented -- which, perhaps, is to be expected given the essential mission of the TAFE sector.

Within the TAFE sector, the curriculum seems to team members to be set and established to a greater degree than that found usually in primary and secondary education, on the one hand, or in tertiary education on the other. Much of the curriculum seems to be pre-planned and set-out in considerable detail; team members have commented that the structured nature of the curriculum perhaps dominates and dictates the teaching strategies.

Team members have been consistent in their judgement that TAFE teachers are concerned and hardworking teachers with a genuine concern and interest for their subject and for their students. The overall picture which is seen is that of mature individuals doing their very best in what are often less than ideal teaching situations.

There is less consistency in the reports of project members regarding the facilities and equipment which are available for teaching, and the overall facilities of particular colleges. However, this is most probably a product of the different experiences of the various team members; some spent their time almost exclusively in new, modern, and well-equipped colleges, others in old and relatively run-down situations. There would seem to be similar variation in the observations of team members regarding atmosphere in the colleges. In the majority of colleges, they found that TAFE teachers had an easy working relationship both with students and with colleagues and administrators, but, here and there, team members report a rather more tense situation.

Quite probably, the worth of the personal reports will lie mainly in the opportunity they provide for readers to share in the first-hand experiences of the research team and thus to gain something of a vicarious feel for the nature and context of TAFE teaching. Hopefully, the less statistical style used in this chapter will assist the reader to interpret

the preceding data chapters in a more sociological context. In addition, however, the fact that the individual reports were prepared independently of the main data analysis provides a useful cross-validation for some of the study's more technical findings.

CHAPTER 12

# Synthesis: The Teacher and Teaching

## 12.1 Introduction

This chapter draws together the main findings from earlier parts of the report in the form of a number of profiles of the TAFE teacher and the experience of teaching in a TAFE college in Western Australia. The first of these is a profile of what might loosely, but usefully, be considered as the average or 'typical' TAFE teacher. Granted, there may well be no single individual who is completely characterised by the general profile, but the picture which emerges is recognisable broadly as a teacher in the TAFE sector. To some extent, though, any general portrayal necessarily obscures or ignores differences between various sub-groups of TAFE teachers, differences which may well have the more significant implications for the initial or ongoing education of the profession. In recognition of this, the general profile will be supplemented by a series of sub-profiles based on the teaching area clusters described in earlier chapters of the report.[1]

## 12.2 The General Profile: A Typical TAFE Teacher

The typical TAFE teacher is male, and has worked in the TAFE sector for several years. Prior to becoming a TAFE teacher, he was trained and employed in his professional area for some years so that he is now in his mid to late thirties. He has typically spent some short time on country service and has taught in more than one technical college, but is now quite settled in a metropolitan college. More than likely, he has enrolled in some further study since entering TAFE and gaining initial certification as a technical teacher. He is, of course, a member of the Teachers Union, but is a member also of a trade or professional organization related to his teaching area or field of qualification.

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[1] Though not reported here, differential analyses were done according also to length of experience and level of present position. On the basis of the data collected in the study, however, profiles drawn on these lines were not as meaningful or informative as those related to teaching area of TAFE teaching. Among the latter, the principal clusters are Apprenticeships, General Studies, and Business and Commerce teachers.

In the college, he has a good working relationship with colleagues, and gets on well with the administration with no more than the usual aggravations that are an inevitable product of working within a bureaucracy. He meets quite regularly with colleagues in his own area (though most often on an informal basis), and fairly regularly with other colleagues over coffee or meal times. More formal meetings, though regular, are very much less frequent in occurrence, and only rarely does he meet on an organized basis with colleagues in other teaching areas of his college. Within his own teaching area, however, he does involve himself whenever possible in formal curriculum reviews, this sort of opportunity generally coming up on an annual or slightly less frequent basis. In the main, his contribution is via discussion with senior staff or, more formally, by way of a prepared submission to his teaching area committee. He generally expresses satisfaction with the involvement open to him in this regard, sees himself competent to contribute, and is satisfied that his opinions are taken seriously.

In addition to his interactions with colleagues, administrators and students, he meets only occasionally with parents but endeavours to maintain close contact with employers and sometimes meets with them to discuss the content of the curriculum or the standards to be set for the students. Beyond this, he feels a need for some kind of work-release or professional experience arrangement whereby he might maintain better awareness of the needs and developments in his content field.

On certain days, he typically works quite long hours though he has some flexibility in this regard. There may be times when he is in the college for something shorter than a full working day because of additional hours done on other days. Not surprisingly, most of his working time involves class contact, though he generally spends some time in the day doing preparation or marking outside class, and quite often a small amount of routine administrative or other paper work. For the most part, he does his preparation and marking with a high degree of personal autonomy and in relative isolation. As far as his classroom work is concerned, he generally gets his lessons under way quite early in the day, but might also have some involvement in evening classes.

In the classroom, his preferred mode of teaching is basically expository, involving for the most part lecturing, talking, or demonstrating. However, his lessons, which typically run for two hours

or more, often include giving and discussing notes, assigning work from handouts, assisting individual students in their assigned work, and so on. Sometimes he will move from the classroom, which he has used in the early part of the lesson, to a workshop or other practical facility. For the most part, and regardless of setting, he tends to follow a fairly standard pattern of variation, beginning the lesson by lecturing and explaining, then moving to a demonstration, which is in turn followed by supervision or individualized help as students begin to work by themselves or in small groups. As might be expected, changes of lesson setting are more likely when he and his students are together for long blocks of time.

In his class he typically has twelve to fifteen students -- most commonly male -- and his relationship with them is easy but formal. Conversation and discussion in the class focuses on the subject at hand, students most frequently asking questions on things he has said, or on particular points of a demonstration. Other interactions between the teacher and his students frequently involve discussions of work, jobs, and careers, although he is likely from time to time to find himself drawn into a more pastoral role as students seek his advice on various sorts of personal matters. By and large, he feels comfortable in his interactions with students, and competent to deal with most of the topics or problems that arise. Indeed, he derives a considerable part of his personal job satisfaction from these additional contacts which take him beyond merely imparting content and skills. He only seldom has discipline problems with his students though he does feel that some are unmotivated. While most of them do work to their potential a substantial minority, he feels, are only half interested. His students are usually in the 16-19 age bracket, but on occasions the range may extend considerably beyond this, his classes often being composed of quite diverse sub-groups. It is not uncommon for ages in his class to spread over more than a dozen years between the youngest and oldest.

In preparing lessons, he typically makes considerable use of the study guides, outlines and curriculum materials from the Technical Education Division, and he tends to adhere quite closely to them. Textbooks and notes are commonly a major part of his base for validating and dispensing information. Audio-visual materials and other kinds of additional teaching aids -- apart from the blackboard and an occasional use of an overhead projector and perhaps some charts and diagrams --

are not commonly used. He is aware of the range of additional equipment and aids which might be used in his teaching, but a combination of unavailability, and inexperience in their use result in them having little influence on his day to day instruction.

Exams and other forms of grading are a routine part of his work and he feels quite satisfied with this aspect of the job and competent to discharge it effectively. When grading and assessing student work, he often relies primarily on his own professional judgement, in which he feels secure; he has internalised experientially based standards and images of good work, and matches the work of students against these standards.

In general he is quite certain about what it is that gives him his job satisfaction -- it lies in seeing the student learn, acquire knowledge and useful skills, and make a sound and successful contribution in his or her own professional field. When he looks at his own teaching resources he sometimes feels concern about equipment, and the need for improved facilities, but this is generally not a major problem. He has clear ideas regarding what he needs to know if he is to be successful. Central among these is the need to know his subject and to be able to impart its essentials to others.

12.3 The General Studies Teacher

Along with Art teachers (though in quite different ways), General Studies teachers differ in some easily discernible ways from the image conveyed by the preceding section. At the same time, though, an analysis of teaching styles and use made of aids and other resources, for example, reveal many similarities. Only the differences will be discussed here; where contrasts are not made explicit, the characterization implied by the general profile can be assumed to apply fairly well to the General Studies teacher.

For the most part, General Studies teachers have entered TAFE teaching after some years of experience in primary or secondary school teaching. Because of this, they typically arrive as trained teachers, most of whom have received their content and professional training in universities or colleges of advanced education. As a group they have had less experience in TAFE and in post-school employment generally, and thus tend to be somewhat younger than many of their TAFE colleagues in

other areas. Having arrived as trained teachers, and generally already possessing an academic qualification, the General Studies teacher is less likely than others to have undertaken further studies since transferring to the TAFE sector.

Other differences are evident in terms of the general context in which the General Studies teacher works. Typically, the General Studies teacher is involved with the TAE-level subjects (English, Social Studies, Mathematics, etc.), and, as such, tends to work with class groups and lesson modules that resemble those found in secondary schools more than in the rest of TAFE. Most often, the General Studies teacher works with classes that are larger than the norm for TAFE in general, and for substantially shorter periods. The classes themselves are slightly more likely to be of mixed sex than essentially male, although the overall predominance of male students still applies.

In the classroom, the General Studies teacher is distinguishable by a greater emphasis on theoretical or abstract content, greater stress on consolidating and explaining concepts and principles, and a greater importance attached to training the student in written and oral communication, particularly as these relate to the development of logical thinking. At the same time, the General Studies teacher is less likely than his or her peers to devote large amounts of time to student practical work, or even to the provision of concrete demonstrations when teaching general principles or laws. As a group they tend to be slightly more student-oriented in their teaching, though the general pattern is still heavily expository. The differences that do show, have to do with a more frequent use of student discussion and small group work in the class, together with more emphasis on individual problem solving and other forms of independent seat work. Though the General Studies teacher is evidently less likely to change setting in a lesson (which, incidentally, is typically quite short), changes in mode of student organization are markedly more common for this group than in other TAFE areas. Typically, the General Studies teacher moves freely from whole-of-class to group or individual work, often in cyclic fashion, during a single 50-minute period. Moreover, he or she is more likely than others to pursue multiple lesson objectives in the same periods, and more likely to build specific revision or remedial components into the lesson.

Student activities appear to be somewhat more varied in General Studies classes and there is some evidence of a more extensive or varied use of technological and other aids. There is, however, a persistence of expository styles of teaching and quite heavy reliance on texts, prepared notes and various other forms of hand-outs. The General Studies teacher, surprisingly, is somewhat less likely than other TAFE teachers to plan his lessons in terms of student objectives, evidently being more accustomed to thinking in terms of subject-matter to be covered than specific student skills to be developed. Unlike teachers in some other areas, the General Studies teacher does not commonly teach, or even plan teaching strategies, in cooperation with others on any sort of team teaching basis.

12.4 The Apprenticeships/Trade Teacher

Given that this cluster made up almost half of the total group surveyed, the Apprenticeships teacher is perhaps more likely than others to fit the general profile described in 12.2 above. For this reason, it is probably more useful to contrast the Apprenticeships teachers not with the general profile but with other sub-groups. While the description which follows will inevitably overlap considerably the general profile, it was nevertheless considered important to highlight separately this major group of teachers.

The typical Apprenticeships teacher is male, and is somewhat more experienced (both in TAFE and in prior employment) than his colleagues in other areas. Some 35% of the group has been in TAFE for more than 10 years, and over half finished school twenty or more years ago. In general, then, the Apprenticeships teacher is older than his non-trade colleagues and somewhat more experienced in his professional area. His motivation to enter TAFE teaching has been a blend of greater job security, better working conditions, and a definite desire to share his skills and knowledge with young people training in his field. He has maintained links with his trade area by membership in the relevant professional association but feels that he is becoming less aware of developments in the workplace. While he has good contact with representatives from industry (usually through syllabus or advisory committees) he feels the need for some kind of periodic refresher experience involving release time to work in the field again. He sometimes feels that communications between himself and his students' present employers are not well enough developed.

The Apprenticeships teacher, though also working variable length days, is somewhat less likely than other colleagues to teach evening classes. Most often, because of study-release arrangements with employers, he begins his classes early in the day and works for quite long blocks of time with the same group of students. He is less likely than others to spend out-of-class time on administrative work or other non-contact duties. Much of his student marking, for example, can evidently be completed during class time while students are doing individual work. At the same time, though, the Apprenticeships teacher tends to place greater weight in his unit grading on final rather than continuous assessment.

Students in the Apprenticeships area are predominantly, often exclusively, male, and typically concentrated in the 16 to 19 age range. Class sizes, though showing considerable variation from teacher to teacher, are among the smallest in TAFE. As a general pattern, the Apprenticeships teacher works with groups that are more homogeneously composed than are found elsewhere. Studies, for the trade student are closely related to the needs of the workplace, but this does not always guarantee high levels of motivation toward his classwork. Teachers are conscious of having to spend time maintaining interest among students, but very few experience control or other discipline problems.

In his teaching, the Apprenticeships teacher appears to be perhaps the most expository in style. But this is offset to a large degree by the small classes he typically works with, the long blocks of continuous contact time involved, and the heavy emphasis on practical work, all of which facilitate close teacher-student contact and opportunities for individual help and remediation. His students are more likely than those in other areas to work with concrete materials, working models, live equipment or other 'hands-on' applications. He is less likely to emphasize formal communication skills, written seat work, memorization of facts and concepts. He relies less on out-of-class work by the student, and is less likely than those in other areas to assign additional reading beyond the basic text, manuals or prepared hand-outs. In his use of aids and other teaching resources, he is similar to colleagues in other areas, relying for the most part on prepared charts, the blackboard, and the overhead projector.

## 12.5 The Business and Commerce Teacher

As mentioned in Chapter 3, this particular group included teachers of a range of commercially-oriented subjects extending from introductory typing and shorthand, through various levels of management training associated with the retail and service industries, to advanced studies in accountancy and economics. Consequently, the group probably represents a greater diversity in teaching demands and instructional content than applies in either of the preceding clusters, a feature that needs to be borne in mind when interpreting the following profile. Nevertheless, the Business and Commerce teacher is more like than unlike the general profile described in 12.2 above and, again, only the interesting contrasts are developed here.

Though fitting the general profile fairly closely in most personal respects, the Business and Commerce teacher is more often female and is generally a more recent arrival in TAFE teaching. However, while almost a quarter of the group surveyed are in their first two years of TAFE, the majority of Business and Commerce teachers have had considerable prior working experience.

In the classroom, the Business and Commerce teacher typically works in double-period (i.e. two-hour) modules, with mixed or sometimes completely female student groups. Class sizes are quite variable from ten or so students to more than twenty. On average, classes in Business and Commerce are slightly larger than in other areas, perhaps reflecting the tendency to spend more time in classroom rather than practical settings. (The latter point does not apply to teachers of typing, however.)

Teaching styles are again highly expository, but there is some greater emphasis among many Business and Commerce teachers on teaching and consolidating facts and principles. By and large, the teacher in this group spends less time assigning student practical work, but tends to spend more time than most in demonstrating important principles and techniques. For the student, learning in the Business and Commerce area is more likely to depend on direct instruction by the teacher and on additional reading of texts and other reference material than on 'hands-on' experience. The Business and Commerce teacher, in contrast to colleagues in some other areas, is more likely to assign individual work to be

completed out of class, and (along with General Studies teachers) is likely to attach more importance to skills of written and oral communication and the development of logical thinking and analysis. Small group or individual seat work is evidently a little more common in the Business and Commerce area than in most other areas, perhaps reflecting the lesser emphasis given to student practical work. Though the Business and Commerce teacher is substantially less likely to change setting during the lesson, changes in mode of student organization (from whole-of-class to individual or group work) are noticeably more common than in other areas.

The Business and Commerce teacher is not particularly distinguishable from other TAFE teachers in terms of the use made of instructional aids and resources, although audio-tapes (particularly in typing), professional journals, and the overhead projector are in somewhat more common use. Also, teachers in this area evidently make greater use of the duplicator and photocopier, which might be expected given the greater reliance on prepared hand-outs and other supplementary reading material.

In terms of lesson planning (and involvement in curriculum development generally) there are a number of noticeable differences. Business and Commerce teachers are generally more likely to prepare formal written plans for their units and lessons, and enjoy considerably greater involvement in curriculum design, reporting greater personal influence over choice of content and teaching objectives. At the same time, these teachers interact closely with representatives of employers in their fields, and acknowledge a very close connection between their course content and the needs and standards of the workplace.

Interestingly, while Business and Commerce teachers more frequently encounter problems of motivation among their students, control and discipline difficulties seldom if ever arise. Classes in this area are more likely to contain female students than are those in other areas, and most teachers find quite frequent demand for pastoral or other personal interaction dealing with matters outside the classroom.

## 12.6 Commentary

Owing to the substantially smaller sample sizes involving the Other Technologies, Art, Agriculture and Health Sciences teachers, it

is difficult to talk with confidence about prevailing characteristics in those areas. However, while no attempt is made here to present definitive profiles for these teachers, earlier chapters have drawn attention to differences which appear to be supported by the available data. In the case of Art teachers, for example, the now familiar reference to expository, teacher-centred and verbally dominated instruction would seem to provide an inaccurate and misleading characterization. Teaching in the Art area is clearly more student-centred than elsewhere and stands out in comparison to other areas in terms of its substantially reduced emphasis on text-books, note-taking, chalk-and-talk instruction, and classroom seat work generally. Differences from the 'general profile' were pointed out in places also for the Other Technologies, Health Sciences and Agriculture areas, though they were nowhere so profoundly different as those just mentioned for Art.

The reader interested in separating out the data on these sub-profiles is referred to the discussion contained in the preceding chapters but, more importantly, to the data tables themselves. In general, the discussion and formal interpretation of data has been confined to the dominant patterns evident from the tables, and in some cases has highlighted selected features that illustrate only the kinds of conclusions that may be drawn. Depending on the reader's particular interests and perspectives, the tabled data could well reveal other patterns or other specifics, or could suggest quite different implications for the induction, initial training or further education and support of TAFE teachers. As noted in the first chapter of this report, it has been assumed that the study itself was intended to provide an objective data base which could inform further deliberations about the training needs of the TAFE teacher. In an important sense, then, the nature of the implications these data might have for TAFE teacher education, or even the particular data that might be the most relevant, cannot be established until the objectives and general orientation of TAFE teaching and teacher education have been articulated. Quite clearly, this is beyond the scope of the present study; it is hoped, however, that the data presented in the report, and the general portrayals of TAFE teaching they convey, will be of value to those with the responsibility to determine the directions of TAFE teacher education in this State.

## 12.7 Further Research

The study reported in this volume can be considered as an initial survey only; it was exploratory both in purpose and design. As such, it was expected in part to reveal areas for possible sharper focus in subsequent investigations. To an important degree, the Technical Education Division's need for an early report necessitated the use of survey techniques that were familiar to the researchers and which could be implemented without substantial development, field trial and prior validation. Naturally, this precluded certain options that might otherwise have been tried; nonetheless it is now possible, on the basis of the data in hand, to see where certain lines of further study might fruitfully be directed.

Perhaps the most obvious of these would involve an emphasis on direct field observation rather than on the teachers' own perceptions of what they do and what their students experience. Though valuable as data in their own right, self perceptions are known to be biased somewhat by the individual's personal goals and intentions, his self-image, and the nature of the feedback he receives from his students and others. Observational work-study methods, which are designed to avoid some of these problems, have been used extensively in industry settings and more recently in an exploratory way in teacher education contexts. To the extent that these methods are able to provide a careful and valid documentation of teaching practices, styles and interpersonal demands involved in TAFE teaching, they should provide a useful backdrop for an interpretation of how TAFE teachers see their own roles and training needs. Inherent in these methods would presumably be a range of observational frameworks designed to monitor classroom behaviours and interactions. Used selectively, and with appropriate training of observers and data analysts, they should afford an additional and important source of data on TAFE teaching.

From another perspective, and regardless of the particular methodologies that might be used in future investigations, there is a need to consider alternative ways of grouping TAFE teachers for study. As pointed out in Chapter 3, the groupings used this time were arbitrary and were established after, rather than before, sampling. Future studies should give attention to drawing samples that are stratified to yield large samples for each of the areas of interest. While the areas of

particular significance should presumably be established by those in TAFE themselves, one basis would logically involve the six stream categorization of TAFE teachers now coming into popular use throughout Australia. While some of these levels approximate the groupings used in the present study, the two systems are not equivalent.

Finally, there is probably some logic now in considering an evaluation of TAFE teacher training as it currently exists in this State, as decisions about future directions in the initial or pre-service education of TAFE teachers ought to be based as much on an appraisal of the strengths and shortcomings of what presently is, as on a contemplation of what might be established. Though some of the teacher comments in this report are indeed evaluative, and while some of these reflect rather clearly on the initial training model currently in use, the study itself was simply descriptive of TAFE teaching, rather than any sort of evaluation of it or an evaluation of TAFE teacher education here or elsewhere.

APPENDIX 1

QUESTIONNAIRE 1

Western Australian Institute of Technology
Hayman Road, South Bentley, 6102. Tel. (09) 350 7800
School of Teacher Education

# Centre for the Study of Teaching
# TAFE Project

Dear TAFE teacher,

As you will know, the Centre for the Study of Teaching at WAIT has been commissioned by the Technical Education Division to investigate TAFE teaching and the initial training needs of TAFE teachers. It is in connection with this project that I am writing to you now.

As a preparation for the main phase of this project, we are anxious to obtain some preliminary information on the work and professional activities of all full-time TAFE teachers in Western Australia. Attached to this letter you will find a short questionnaire which asks some specific and some general questions about the teaching and work that you are doing.

We will be most grateful if you could take a few minutes to complete this questionnaire, put it into the accompanying envelope, seal it and return it to the Principals Office at your College, who will forward them all, unopened, to us.

During the next few weeks, many TAFE teachers, selected at random, will have further contact with us as we make requests for additional data. Some of you will be asked to respond to a more detailed questionnaire, and others to complete a diary describing your professional activities over a two week period. My colleagues and I will also be visiting every technical college in Western Australia and will be talking on a one-to-one basis with many technical teachers.

I would like to give an assurance that the questionnaires will be seen only by myself and my WAIT colleagues working directly on this project. The information from the questionnaires will only be available to others in a general form with any and all identifying information removed. We ask your names only in case we wish to make some further contact with you to follow up some of the points you make. No lists of respondents' names will be made available outside the research project.

I appreciate that as a full-time teacher you have a heavy workload but I do hope that we can count on your support in this preliminary exercise and I would like to thank you in advance for helping us. We look forward to working with you in the coming weeks.

Yours sincerely,

A.J.H. GAITE
PROJECT DIRECTOR

Western Australian Institute of Technology
Hayman Road, South Bentley, 6102. Tel. (09) 350 7800
School of Teacher Education

# Centre for the Study of Teaching
# TAFE Project

Please complete **all** the questions to the best of your ability then put the completed questionnaire in the envelope provided, **seal it** and return the envelope to the college secretary. All questionnaires will be kept strictly confidential.

## Part A: Biographical Details

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PLEASE DO NOT
WRITE IN THIS SPACE

Full name: _____

Sex: _____

Years as full-time TAFE teacher: _____

Total years of full-time work experience, including years as full-time TAFE teacher: _____

Present post:

Official Title _____

Name of Institution _____

_____

Years at present position _____

Immediate previous TAFE post:

Official Title _____

Name of Institution _____

_____

Years at previous position _____

Qualifications beyond secondary school:

| Year | Place | Qualification |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

1
2-3
4-5
6
7
8-9
10
11
12-13
14-16
17-19
20-22

## Section B: A Recent Typical Lesson

Select a lesson (or class, demonstration, etc.) that you gave **this week or last week** and which you think was most typical of your teaching. Please answer the following questions about that lesson.

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Total length of lesson: _____ minutes ☐☐☐ 26-28

Time lesson began: _____ ☐ 29

Date of lesson: _____ ☐☐ 30-31

How many students were in the lesson?: _____ ☐☐ 32-33

Which students (i.e. programme of study, year of course) were involved in the lesson? ☐ 34

_____ ☐ 35

_____

_____

_____

_____

In what type of setting (classroom, workshop, field, etc.) was the lesson carried out? ☐ 36

_____ ☐ 37

_____ ☐ 38

_____

_____

_____

How did you organize the students (e.g. lecture, small group, individual work) for the lesson? If you organized them in more than one way, list all the ways. ☐ 39

_____ ☐ 40

_____ ☐ 41

_____

_____

_____

What subject were you teaching? Indicate main content covered or lesson objectives. ☐ 42

_____ ☐ 43

_____

_____

_____

# Section C: Profile of Most Recent Full Day

This table refers to **one particular day**. That day is your **most recent full working day**, not including today.

1. For that day tick each time period below in which you were on duty all or part of that period. Evening time periods are listed to accommodate evening teaching.

2. For each of the time periods you ticked, indicate briefly what you were doing then. Include non-teaching as well as teaching activities.

| Hourly Time Period | Tick here | Activities |
|---|---|---|
| 8 - 9 | | |
| 9 - 10 | | |
| 10 - 11 | | |
| 11 - 12 | | |
| 12 - 1 | | |
| 1 - 2 | | |
| 2 - 3 | | |
| 3 - 4 | | |
| 4 - 5 | | |
| 5 - 6 | | |
| 6 - 7 | | |
| 7 - 8 | | |
| 8 - 9 | | |
| 9 - 10 | | |

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☐ 47
☐ 48
☐ 49
☐ 50
☐ 51
☐ 52
☐ 53
☐ 54
☐ 55
☐ 56
☐ 57
☐ 58
☐ 59
☐ 60



Continued Overleaf

## Section D: General Comments

Are there any particular aspects of your duties as a TAFE teacher that you feel should be investigated in the study? Please elaborate.

Please use this space for any other comments you may have?

THANK YOU FOR YOUR COOPERATION

Please put the completed questionnaire in the envelope provided, seal it, and return the envelope to the College secretary.

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☐ 65
☐ 66
☐ 67

☐ 68
☐ 69
☐ 70

APPENDIX 2

QUESTIONNAIRE 2

Western Australian Institute of Technology
Hayman Road, South Bentley, 6102. Tel. 350 7800
School of Teacher Education

# Centre for the Study of Teaching
# TAFE Project

QUESTIONNAIRE 2 - TEACHING

This questionnaire forms part of the information gathering portion of the TAFE Project being conducted by the Centre for the Study of Teaching, School of Teacher Education, at WAIT for the Technical Education Division. The Questionnaire focusses upon teaching: meaning the whole spectrum of teaching activities: lesson planning - actual teaching - student assessment - student characteristics.

The central concern of the TAFE Project is to obtain a comprehensive and accurate description of the teaching that TAFE teachers do so that the Technical Education Division may relate this to initial teacher training programs for TAFE teachers. The TAFE Project and this Questionnaire is NOT an evaluation of TAFE teachers and their teaching.

You do not need to put your name on this Questionnaire, though we do ask for some simple descriptive information regarding your position. Your responses to this Questionnaire will only be seen by myself and my immediate colleagues at WAIT who are part of the TAFE Project. Individual responses and individual Questionnaires will not be available to the Technical Education Division and only grouped data will be available for inspection. This confidentiality of your responses is guaranteed by the Project.

This Questionnaire is fairly long and detailed but it must be so if we are to capture in its full detail the range and variability that is found in Technical teaching. Please take some time to answer the questions as fully as you are able, for the results will be of great importance to new TAFE teachers in the years to come.

We would be most grateful if you could complete this Questionnaire as soon as possible. When you have done so, place in the Project envelope, seal the envelope, and return it to the Principal's office from where we will collect it. Thank you.

A.J.H. GAITE
DIRECTOR: TAFE PROJECT

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CARD 1

## SECTION A - BIOGRAPHICAL DATA

1. Sex: ☐ Male ☐ Female ☐☐ 1-2

2. Level of present position:

   ☐ Lecturer
   ☐ Senior Lecturer
   ☐ Head of Department
   ☐ Other (please specify _____) ☐ 3

3. Main area of study and TAFE teaching.
   (Please list in order of decreasing involvement.)

   A _____ C _____

   B _____ D _____ ☐ 4

4. Years of experience as a TAFE teacher (not including 1979):

   ☐ 0 - 2 years
   ☐ 3 - 5 years
   ☐ 6 - 9 years
   ☐ 10 years or more ☐ 5

5. Nature of teacher training received:

   ☐ Technical Teacher Training Certificate
   ☐ Technical Teacher Training Diploma
   ☐ Other teacher training
   (Please specify _____)
   ☐ Currently in training ☐ 6
   ☐ No formal teacher training

6. Formal qualifications beyond secondary school:
   (If more than 5, list the most important.)

| Year completed | Place | Qualification |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

☐☐☐☐ 7-10
☐☐☐☐ 11-14
☐☐☐☐ 15-18
☐☐☐☐ 19-22
☐☐☐☐ 23-26

IN THE FOLLOWING SECTIONS, WE ARE ASKING YOU TO RESPOND IN WAYS THAT DESCRIBE YOUR TEACHING IN GENERAL.

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## SECTION B - PLANNING AND LESSON PREPARATION

7. Which of the following do you usually include in the notes or other preparations you make out for individual lessons? (Check all boxes that apply.)

- ☐ General aims of the lesson ☐ 34
- ☐ Knowledge or skills the students are expected to attain ☐ 35
- ☐ Concepts to be developed ☐ 36
- ☐ Prior knowledge or skills assumed ☐ 37
- ☐ Steps to follow in presenting content or demonstrating ☐ 38
- ☐ Examples, illustrations, models, etc. to be used ☐ 39
- ☐ Line or sequence of questioning to be followed ☐ 40
- ☐ Problems or exercises for individual work by the students ☐ 41
- ☐ Homework or private study to be set ☐ 42
- ☐ Basis for evaluating the success of the lesson ☐ 43

8. How do you normally do your lesson preparation? (Check one box.)

- ☐ Alone, without guidance or directions
- ☐ Alone, but according to guidelines set by senior lecturers or head of section
- ☐ Co-operatively, with senior lecturer or head of section
- ☐ Co-operatively, with others teaching same or related subjects, topics, etc.
- ☐ Other - Please describe and explain - ☐ 44

_____

_____

_____

## SECTION C - TEACHING PRACTICES

9. (a) In the first column of boxes, check for each of the teacher activities listed below, one of the following letter codes.

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**CODES**

R - if the activity is a regular feature of your teaching
O - if the activity is an occasional feature of your teaching
N - if the activity is never a feature of your teaching

(b) In the second column of boxes, list the 5 most common features of your teaching (1 for most common, 2 for next, and so on.)

| 1st | 2nd | | |
|---|---|---|---|
| ☐ | ☐ | Lecturing to the class as a whole | ☐☐ 45-46 |
| ☐ | ☐ | Explaining to individuals or small groups | ☐☐ 47-48 |
| ☐ | ☐ | Demonstrating techniques, processes, etc. | ☐☐ 49-50 |
| ☐ | ☐ | Demonstrating principles, applications, etc. | ☐☐ 51-52 |
| ☐ | ☐ | Dictating notes, etc. | ☐☐ 53-54 |
| ☐ | ☐ | Blackboarding notes, etc. | ☐☐ 55-56 |
| ☐ | ☐ | Distributing/discussing prepared notes, etc. | ☐☐ 57-58 |
| ☐ | ☐ | Helping students with assigned work | ☐☐ 59-60 |
| ☐ | ☐ | Checking/marking students' assigned work | ☐☐ 61-62 |
| ☐ | ☐ | Drilling important concepts, facts, etc. | ☐☐ 63-64 |
| ☐ | ☐ | Consolidating important concepts, facts, etc. | ☐☐ 65-66 |
| ☐ | ☐ | Diagnosing learning difficulties of individual students | ☐☐ 67-68 |
| ☐ | ☐ | Motivating disinterested students | ☐☐ 69-70 |
| ☐ | ☐ | Controlling difficult students | ☐☐ 71-72 |
| ☐ | ☐ | Supervising students during practical work | ☐☐ 73-74 |
| ☐ | ☐ | Observing individual students in practical/live work | ☐☐ 75-76 |
| ☐ | ☐ | Assessing individual students in practical/live work | ☐☐ 77-78 |
| ☐ | ☐ | Organising and supervising small group work | ☐☐ 79-80 END CARD 1 |
| ☐ | ☐ | Computer aided instruction | ☐☐ 1-2 |

Please add to the list if there are other activities that are a common feature of your teaching:

| | | | |
|---|---|---|---|
| ☐ | ☐ | _____ | ☐☐ 3-4 |
| ☐ | ☐ | _____ | ☐☐ 5-6 |
| ☐ | ☐ | _____ | ☐☐ 7-8 |

10. (a) In the first column of boxes, check for each of the student activities listed below, one of the following letter codes.

| CODES |
|---|
| R - if the activity is a regular feature of your students' activity |
| O - if the activity is an occasional feature of your students' activity |
| N - if the activity is never a feature of your students' activity |

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(b) In the second column of boxes, number the 5 most common features of your student activities (1 for most common, 2 for next, and so on.)

| 1st | 2nd | | |
|---|---|---|---|
| ☐ | ☐ | Reading (to self or others) | ☐☐ 9-10 |
| ☐ | ☐ | Writing (copying or making notes, recording projects, etc.) | ☐☐ 11-12 |
| ☐ | ☐ | Discussing (with you) | ☐☐ 13-14 |
| ☐ | ☐ | Discussing (in small groups) | ☐☐ 15-16 |
| ☐ | ☐ | Responding to questions, drill exercises, etc. | ☐☐ 17-18 |
| ☐ | ☐ | Drawing (geometric, engineering, architectural, etc.) | ☐☐ 19-20 |
| ☐ | ☐ | Drawing (illustrating, sketching, painting, etc.) | ☐☐ 21-22 |
| ☐ | ☐ | Planning projects, models, activities, etc. | ☐☐ 23-24 |
| ☐ | ☐ | Constructing models, structures, equipment, etc. | ☐☐ 25-26 |
| ☐ | ☐ | Dismantling/assembling machinery, tools, models, etc. | ☐☐ 27-28 |
| ☐ | ☐ | Working with simulation machines, instruments, models, etc. | ☐☐ 29-30 |
| ☐ | ☐ | Conducting experiments or doing other laboratory work | ☐☐ 31-32 |
| ☐ | ☐ | Working on/with "live" models/projects | ☐☐ 33-34 |
| ☐ | ☐ | Making field trips (alone) | ☐☐ 35-36 |
| ☐ | ☐ | Making field trips (with you) | ☐☐ 37-38 |
| ☐ | ☐ | Doing outside work experience (eg. in local industries) | |

Please add to the list if there are other activities your students commonly engage in:

☐☐ _____ ☐☐ 39-40

☐☐ _____ ☐☐ 41-42

☐☐ _____ ☐☐ 43-44

97777—13

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11. Approximately what percent of total class time would your students spend on average on each of the five activities you numbered in question 10(b)?

| Most common student activities (Please name in order) | % class time (approximate) |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

☐☐☐ 47-49
☐☐☐ 50-52
☐☐☐ 53-55
☐☐☐ 56-58
☐☐☐ 59-61

12. Do you ever team-teach? (i.e. Do you share with others the teaching of a particular subject to the same group of students?)

☐ YES ☐ NO

☐ 62

If 'Yes', please elaborate (i.e. is it done formally or informally, etc.?)

_____

_____

_____

_____

_____

☐ 63

## SECTION D - INSTRUCTIONAL MATERIALS AND EQUIPMENT

13. (a) In the first column of boxes, check for each of the materials listed below, one of the following letter codes.

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**CODES**

R - if you use the item regularly
O - if you use the item occasionally
N - if you use the item never

(b) In the second column, number the five that are most common to your teaching. (1 for the most important, 2 for the next, and so on.)

| 1st Use | 2nd Importance | Materials | | |
|---|---|---|---|---|
| ☐ | ☐ | Textbooks | ☐☐ | 64-65 |
| ☐ | ☐ | Reference books | ☐☐ | 66-67 |
| ☐ | ☐ | Films | ☐☐ | 68-69 |
| ☐ | ☐ | Professional journals | ☐☐ | 70-71 |
| ☐ | ☐ | Videotapes | ☐☐ | 72-73 |
| ☐ | ☐ | Student journals | ☐☐ | 74-75 |
| ☐ | ☐ | Displays/exhibits | ☐☐ | 76-77 |
| ☐ | ☐ | Photographs/still pictures | ☐☐ | 78-79 END CARD 2 |
| ☐ | ☐ | Audiotapes | ☐☐ | 1-2 |
| ☐ | ☐ | Wall charts/maps/diagrams | ☐☐ | 3-4 |
| ☐ | ☐ | Handouts/worksheets | ☐☐ | 5-6 |
| ☐ | ☐ | Overhead transparencies | ☐☐ | 7-8 |
| ☐ | ☐ | Slides/filmstrips | ☐☐ | 9-10 |
| ☐ | ☐ | Live/working models | ☐☐ | 11-12 |

Use the spaces below to add to the list any other materials that are particularly important to your teaching.

| | | | | |
|---|---|---|---|---|
| ☐ | ☐ | _____ | ☐☐ | 13-14 |
| ☐ | ☐ | _____ | ☐☐ | 15-16 |
| ☐ | ☐ | _____ | ☐☐ | 17-18 |

14. Are there types of MATERIALS that you would like to use but don't?

☐ YES ☐ NO ☐ 19

If 'Yes', please specify and comment why you do not use it(them).

_____

_____

15. (a) In the first column of boxes, check for each of the items of equipment listed below, one of the letter codes.

| CODES |
|---|
| R - if you use the item regularly |
| O - if you use the item occasionally |
| N - if you use the item never |

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(b) In the second column, number the five that are most common to your teaching. (1 for the most important, 2 for the next, and so on.)

| 1 Use | 2 Importance | Equipment | |
|---|---|---|---|
| ☐ | ☐ | Chalk/whiteboard | ☐☐ 21-22 |
| ☐ | ☐ | Duplicator (eg. Fordigraph, Gestetner | ☐☐ 23-24 |
| ☐ | ☐ | Copier (eg. Xerox, 3M) | ☐☐ 25-26 |
| ☐ | ☐ | Video system (eg. camera, recorder) | ☐☐ 27-28 |
| ☐ | ☐ | Television receiver | ☐☐ 29-30 |
| ☐ | ☐ | Still picture camera | ☐☐ 31-32 |
| ☐ | ☐ | Motion picture camera | ☐☐ 33-34 |
| ☐ | ☐ | Slide/filmstrip projector | ☐☐ 35-36 |
| ☐ | ☐ | Motion picture projector | ☐☐ 37-38 |
| ☐ | ☐ | Overhead transparency projector | ☐☐ 39-40 |
| ☐ | ☐ | Audiotape recorder/player | ☐☐ 41-42 |
| ☐ | ☐ | Computer | ☐☐ 43-44 |
| ☐ | ☐ | Live Equipment | ☐☐ 45-46 |

Use the spaces below to add to the list any other equipment that is particularly important to your teaching.

| | | | |
|---|---|---|---|
| ☐ | ☐ | _____ | ☐☐ 47-48 |
| ☐ | ☐ | _____ | ☐☐ 49-50 |
| ☐ | ☐ | _____ | ☐☐ 51-52 |

16. Are there any types of EQUIPMENT that you would like to use but don't?

☐ YES ☐ NO ☐ 53

If 'Yes', please specify and comment why you do not use it(them).

_____

_____

_____ ☐ 54

17. Please make any additional comments you feel are important about your use of instructional materials and equipment in your teaching.

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☐☐ 55-56

18. Are there any techniques or approaches relating to instructional materials and equipment you would like to use in your teaching but you are not able to use?

☐ YES ☐ NO

☐ 57

If 'Yes', please specify and explain what prevents or inhibits you from using it (them).

☐☐ 58-59

19. How satisfied are you, in general, with the quality/ effectiveness of your use of instructional materials and equipment?

☐ Very satisfied

☐ Fairly satisfied

☐ Dissatisfied

☐ Very dissatisfied

☐ 60

If you marked the third or fourth box, please explain the reasons for your lack of satisfaction.

☐☐ 61-62

## SECTION E - ASSESSMENT

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20. In evaluating your students' work, what kind of assessment is used? Check ALL of those that apply.

- ☐ Written tests (eg. short-answer, multiple-choice) — ☐ 63
- ☐ Performance tests (where students do practical work or create models) — ☐ 64
- ☐ Essays — ☐ 65
- ☐ Reports — ☐ 66
- ☐ Notebooks — ☐ 67
- ☐ Goodbooks — ☐ 68
- ☐ Folio — ☐ 69
- ☐ Collections — ☐ 70
- ☐ Student discussion/participation — ☐ 71
- ☐ Student oral presentations — ☐ 72
- ☐ Other (please specify _____) — ☐ 73

21. If you checked "written tests" in 20, what kind of test questions are used? Check ALL of those that apply.

- ☐ Essay questions — ☐ 74
- ☐ Short-answer questions — ☐ 75
- ☐ Multiple-choice questions — ☐ 76
- ☐ True-false questions — ☐ 77
- ☐ Matching questions — ☐ 78
- ☐ Fill-in-the-blank questions — ☐ 79
- ☐ Other (please specify _____) — ☐ 80 END OF CARD 3

22. If you checked "performance tests" in 20, how do you assess student performance? Check ALL of those that apply.

- ☐ Professional judgement — ☐ 1
- ☐ Check list of performance standards — ☐ 2
- ☐ Comparison of student performance to an already created model — ☐ 3
- ☐ Measurement — ☐ 4
- ☐ Other (please specify _____) — ☐ 5

23. Which schedule of assessment do you use?

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- ☐ Continuous assessment (no final exam)
- ☐ A final assessment only
- ☐ A mix of continuous and final assessment ☐ 6

24. If you checked "a mix of assessment", what percentage of the total mark is apportioned to a final examination?

- ☐ 90% and over
- ☐ 75 - 89%
- ☐ 50 - 74%
- ☐ 25 - 49%
- ☐ under 25%
- ☐ I do not give a final examination ☐ 7

25. Do you think the percentage you checked in 24 is:

- ☐ Too much
- ☐ About right
- ☐ Too little ☐ 8

IN THE FOLLOWING 5 QUESTIONS, EXCLUDE ANY ACTIVITY AS A TECHNICAL DIVISION EXAMINER IN MAKING YOUR RESPONSE.

26. How many of your assessments are prepared by you?

- ☐ All are prepared by me
- ☐ All except the final assessment are prepared by me
- ☐ None are prepared by me
- ☐ Other (please specify _____ ☐ 9

_____

_____

27. How many of your assessments are marked by you?

- ☐ All are marked by me
- ☐ All except the final assessment are marked by me
- ☐ None are marked by me
- ☐ Other (please specify _____ ☐ 10

_____

_____

FOR OFFICE USE ONLY

28. If someone else prepares your assessment, at what level is this done? Check all those that apply.

- ☐ Your subject department level ☐ 11
- ☐ The college level ☐ 12
- ☐ The Technical Education Division ☐ 13
- ☐ The relevant industry or government department ☐ 14
- ☐ Other (please specify _____ ☐ 15

_____

_____

29. In assessing your students, do you try to assure that a specified percentage of students receive each mark? (eg. a specified percentage of A's, B's, C's, etc.)

☐ YES ☐ NO ☐ I do no assessment of my students ☐ 16

30. Do any of your assessments require a student to take several tests on the same content until they reach a certain level? Check ALL of those that apply.

- ☐ Yes, with performance (practical) tests ☐ 17
- ☐ Yes, with written tests ☐ 18
- ☐ No ☐ 19
- ☐ I do no assessment of my students ☐ 20

31. Do you use performance contracting?

- ☐ YES ☐ 21
- ☐ NO

32. What statistics do you use or are provided for you in the assessment of your students' work?

| Provided for you | You use | | |
|---|---|---|---|
| ☐ | | Statistics are not used or provided | ☐☐ 22-23 |
| ☐ | ☐ | Percentages | ☐☐ 24-25 |
| ☐ | ☐ | Frequency distribution | ☐☐ 26-27 |
| ☐ | ☐ | Mean, median or mode | ☐☐ 28-29 |
| ☐ | ☐ | Range | ☐☐ 30-31 |
| ☐ | ☐ | Standard deviation | ☐☐ 32-33 |
| ☐ | ☐ | Normal curve | ☐☐ 34-35 |
| ☐ | ☐ | Item analysis | ☐☐ 36-37 |
| ☐ | ☐ | Other (please specify _____ | ☐☐ 38-39 |

_____

_____

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33. Do you formally test your students before you begin instruction on a topic? Check ALL those that apply.

- ☐ Yes, with a written test — ☐ 40
- ☐ Yes, with a performance (practical) test — ☐ 41
- ☐ No — ☐ 42

34. If 'Yes' to 33, how do you use these test results? — ☐ 43

_____

_____

_____

_____

35. Which of the following aspects of instruction are formally evaluated by your students? Check ALL of those that apply.

- ☐ Subject content — ☐ 44
- ☐ Methods or approaches used — ☐ 45
- ☐ Materials used — ☐ 46
- ☐ Standard of teaching — ☐ 47
- ☐ Assessment procedures used — ☐ 48
- ☐ No formal evaluation — ☐ 49
- ☐ Informal evaluation only — ☐ 50

36. (a) What total time do you estimate that you spend on average each week marking students' work?

- ☐ 5 hours or less
- ☐ 6 - 10 hours
- ☐ 11 - 15 hours
- ☐ 16 - 20 hours
- ☐ more than 20 hours — ☐ 51

(b) How much of your marking can usually be completed in class time?

- ☐ less than 5%
- ☐ 5 - 10%
- ☐ 11 - 25%
- ☐ 26 - 40%
- ☐ 41 - 60%
- ☐ 61 - 80%
- ☐ more than 80% — ☐ 52

FOR OFFICE USE ONLY

## SECTION F - STUDENT CHARACTERISTICS

THIS SET OF QUESTIONS DEALS WITH SOME OF THE CHARACTERISTICS OF THE STUDENTS YOU TEACH, YOUR IMPRESSION OF THEM, AND WITH SOME OF THE INTERACTION YOU HAVE WITH THEM.

37. Do you have students whose identity and cultural background are such that it is hard for them to respond to your teaching?

☐ YES ☐ NO ☐ 53

If 'Yes', what kind of students are these?

_____ ☐ 54

_____

How do you cope with these students?

_____ ☐ 55

_____

_____

38. Do you have in your class any students who learn much faster and better than the average student?

☐ YES ☐ NO ☐ 56

If 'Yes', how do you cope with these students?

_____ ☐ 57

_____

_____

39. Do you have in your class any students who learn much slower and less well than the average student?

☐ YES ☐ NO ☐ 58

If 'Yes', how do you cope with these students?

_____ ☐ 59

_____

_____

40. Do you have in your class any disruptive students?

☐ YES ☐ NO ☐ 60

If 'Yes', what form does this disruption most commonly take?

_____ ☐ 61

_____

_____

How do you cope with these students?

_____ ☐ 62

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41. If you checked 'No' in question 40, please EXPLAIN the reason that you do not have to cope with disruptive students (i.e. qualities of the students or qualities that you have).

☐ 63

_____

_____

_____

42. Check the box that most closely fits the age range of most of the students you teach. (If no box fits your students use the last one and write in the range.)

- ☐ 16 - 19
- ☐ 18 - 21
- ☐ 20 - 23
- ☐ 22 - 25
- ☐ 25 - 30
- ☐ 30 - 35
- ☐ 35 - 40
- ☐ 40 - 45
- ☐ 45 - 50
- ☐ over 50
- ☐ (  )

☐ 64

43. Check the box which most closely describes, in your best judgement, the number of years between the youngest and oldest student in your main teaching area this term.

- ☐ 2 years
- ☐ 4 years
- ☐ 6 years
- ☐ 8 years
- ☐ 10 years
- ☐ 15 or more years

☐ 65

44. Check the box that comes closest to describing the proportion of Males and Females in your main teaching subjects this term.

- ☐ 100% Male
- ☐ 75% Male - 25% Female
- ☐ 50% Male - 50% Female
- ☐ 25% Male - 75% Female
- ☐ 100% Female

☐ 66

45. Do you feel that your students do as well in your class as they reasonably can? Check the most appropriate box.

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- ☐ Most of them do
- ☐ Some of them do
- ☐ A few of them do
- ☐ None of them do

☐ 67

46. In your main area, how would you rate, overall, your students on the following characteristics? Check one box in each column.

| A<br>Ability | B<br>Interest |
|---|---|
| ☐ Very high | ☐ Very high |
| ☐ High | ☐ High |
| ☐ Average | ☐ Average |
| ☐ Low | ☐ Low |
| ☐ Very low | ☐ Very low |

☐☐ 68-69

| C<br>Effort | D<br>Study Habits |
|---|---|
| ☐ Very high | ☐ Very good |
| ☐ High | ☐ Good |
| ☐ Average | ☐ Average |
| ☐ Low | ☐ Poor |
| ☐ Very low | ☐ Very poor |

☐☐ 70-71

E
Attitude

- ☐ Very good
- ☐ Good
- ☐ Average
- ☐ Poor
- ☐ Very poor

☐ 72

SECTION G - GENERAL QUESTIONS

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47. What, to you, is the most successful and satisfying aspect, of your teaching?

☐☐ 73-74

48. What, to you, is the least successful and most unsatisfactory aspect of your teaching?

☐☐ 75-76

49. Is there anything else we in the Project should know which you think might be relevant to our concern - which is, what it is that TAFE teachers do and the link of this to initial training for TAFE teachers? (Use the back of this page if you need more space.)



☐☐ 77-78

APPENDIX 3

QUESTIONNAIRE 3

Western Australian Institute of Technology
Hayman Road, South Bentley, 6102. Tel. 350 7800
School of Teacher Education

# Centre for the Study of Teaching
# TAFE Project

QUESTIONNAIRE 3 - NON TEACHING ACTIVITIES

This questionnaire forms part of the information gathering portion of the TAFE Project being conducted by the Centre for the Study of Teaching, School of Teacher Education at WAIT for the Technical Education Division. The questionnaire focusses upon non teaching activities: Curriculum Planning; Advising Students; Interaction with Colleagues.

The central concern of the TAFE Project is to obtain a comprehensive and accurate description of the teaching that TAFE teachers do so that the Technical Education Division may relate this to initial teacher training programs for TAFE teachers. The TAFE Project and this questionnaire is NOT an evaluation of TAFE teachers and their teaching.

You do not need to put your name on this questionnaire, though we do ask for some simple descriptive information regarding your position. Your responses to this questionnaire will only be seen by myself and my immediate colleagues at WAIT who are part of the TAFE Project. Individual responses and individual questionnaires will not be available to the Technical Education Division and only grouped data will be available for inspection. This confidentiality of your responses is guaranteed by the Project.

This questionnaire is fairly long and detailed but it must be so if we are to capture in its full detail the range and variability that is found in Technical teaching. Please take some time to answer the questions as fully as you are able, for the results will be of great importance to new TAFE teachers in the years to come.

We would be most grateful if you could complete this questionnaire as soon as possible. When you have done so, place in the Project envelope, seal the envelope and return it to the Principal's office from where we will collect it. Thank you.

A.J.H. GAITE
DIRECTOR : TAFE PROJECT

97777—14

## SECTION A - BIOGRAPHICAL DATA

FOR OFFICE USE ONLY

1. Sex: ☐ Male ☐ Female ☐ 1

2. Level of present position:

   ☐ Lecturer
   ☐ Senior Lecturer
   ☐ Head of Department
   ☐ Other (please specify: _____) ☐ 2

3. Main area of study and TAFE teaching:
   Please list in order of decreasing involvement.

   A. _____ C. _____

   B. _____ D. _____ ☐ 3

4. Years of experience as a TAFE teacher (not including 1979):

   ☐ 0 - 2 years
   ☐ 3 - 5 years
   ☐ 6 - 9 years
   ☐ 10 or more years ☐ 4

5. Nature of teacher training received:

   ☐ Technical Teacher Training Certificate
   ☐ Technical Teacher Training Diploma
   ☐ Other teacher training
   (please specify: _____)
   ☐ Currently in training
   ☐ No formal teacher training ☐ 5

6. Have you done, or are you doing, further formal study since your Technical Teacher Training qualification? ☐ 6

   ☐ YES ☐ NO

   If 'Yes', please identify course or program:

   _____

   _____

   _____ ☐ 7

7. Do you belong to an organized Professional Association or Group OTHER THAN the Teachers Union?

   ☐ YES ☐ NO ☐ 8

   If 'Yes', please specify _____

   _____

FOR OFFICE USE ONLY

## SECTION B - CURRICULUM PLANNING

This set of questions refers to your involvement, participation and understanding of the creating, planning, and organization of the overall curriculum of the subject that you teach.

8. Do you have a say in creating the content of your subject?

☐ YES ☐ NO ☐ 9

9. If 'Yes' to Q. 8, what form does your input take?

_____

_____

_____

_____

_____

_____ ☐ 10

10. Do you have a say in Planning and Organizing the form and presentation of your subject?

☐ YES ☐ NO ☐ 11

11. If 'Yes' to Q. 10, what form does your input take?

_____

_____

_____

_____

_____ ☐ 12

12. How often is the Curriculum in your subject reviewed?

- ☐ Every year
- ☐ Every 2 years
- ☐ Every 3 years
- ☐ Every 4 years
- ☐ Every 5 years
- ☐ More than 5 years between reviews
- ☐ Other: Please specify _____

_____

_____

_____ ☐ 13

FOR OFFICE USE ONLY

13. Are subject objectives identified in the Curriculum?

☐ YES ☐ NO ☐ DON'T KNOW ☐ 14

14. Is there any underlying rationale for the selection of subject objectives?

☐ YES ☐ NO ☐ DON'T KNOW ☐ 15

15. If 'Yes' to Q. 14, what is the rationale?

_____

_____

_____

_____

_____ ☐ 16

16. How satisfied are you with the current set curriculum in your main subject area? (Check one box.)

☐ Completely satisfied
☐ Generally satisfied
☐ Generally dissatisfied
☐ Completely dissatisfied
☐ Other: Please specify _____

_____

_____

_____ ☐ 17

17. How competent do you feel that you are to participate in curriculum review and development procedures? (Check one box.)

☐ Competent
☐ Fairly competent
☐ Not very competent
☐ Not at all competent
☐ Other: Please specify _____

_____

_____

_____ ☐ 18

FOR OFFICE USE ONLY

## SECTION C - STUDENTS

18. Check the box that most closely fits the age range of most of the students you teach. (If no box fits your students use the last one and write in the range.)

- ☐ 16 - 19
- ☐ 18 - 21
- ☐ 20 - 23
- ☐ 22 - 25
- ☐ 25 - 30
- ☐ 30 - 35
- ☐ 35 - 40
- ☐ 40 - 45
- ☐ 45 - 50
- ☐ over 50
- ☐ (  )

☐ 19

19. Check the box which most closely describes, in your best judgement, the number of years between the youngest and oldest student in your main teaching area this term.

- ☐ 2 years
- ☐ 4 years
- ☐ 6 years
- ☐ 8 years
- ☐ 10 years
- ☐ 15 or more years

☐ 20

20. Check the box that comes closest to describing the proportion of Males and Females in your main teaching subjects this term:

- ☐ 100% Male
- ☐ 75% Male - 25% Female
- ☐ 50% Male - 50% Female
- ☐ 25% Male - 75% Female
- ☐ 100% Female

☐ 21

21. Do you feel that your students do as well in your class as they reasonably can? Check the most appropriate box.

- ☐ Most of them do
- ☐ Some of them do
- ☐ A few of them do
- ☐ None of them do

☐ 22

FOR OFFICE USE ONLY

22. Do students discuss with you matters relating to work, jobs and careers?

☐ YES ☐ NO ☐ 23

23. If 'Yes' to Q. 22, how often do you find that you talk with students (or a student) on this general topic? (Check the most appropriate box.)

- ☐ 4 or more times per day
- ☐ 1 - 3 times per day
- ☐ 1 time per day
- ☐ 1 time per week
- ☐ Less than 1 time per week
- ☐ Rarely (end of year only) ☐ 24

24. With regard to Q's. 22 and 23 - what is it that students most commonly discuss with you?

_____

_____

_____

_____ ☐☐ 25-26

25. With regard to Q's. 22 and 23 - how competent do you feel to discuss these topics with students?

- ☐ Very competent
- ☐ Fairly competent
- ☐ Barely competent
- ☐ Not competent ☐ 27

26. Do students discuss personal matters with you, i.e. matters to do with their personal life not related to work or jobs as such?

☐ YES ☐ NO ☐ 28

27. If 'Yes' to Q. 26, how often do they do this? (Check the most appropriate box.)

- ☐ 4 or more times per day
- ☐ 1 - 3 times per day
- ☐ 1 time per day
- ☐ 1 time per week
- ☐ Less than 1 time per week
- ☐ Rarely (end of year only) ☐ 29

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28. With regard to Q's. 26 and 27 - what is it that students most commonly discuss with you?

_____

_____

_____

_____

☐☐ 30-31

29. With regard to Q's. 26 and 27 - how competent do you feel to discuss these topics with students? (Check one box.)

- ☐ Very competent
- ☐ Fairly competent
- ☐ Barely competent
- ☐ Not competent

☐ 32

30. How COMFORTABLE do you feel in your interactions with students? (Check one box.)

- ☐ Very comfortable
- ☐ Fairly comfortable
- ☐ Not very comfortable
- ☐ Very uncomfortable

☐ 33

## SECTION D - INTERACTION WITH COLLEAGUES AND OTHERS

FOR OFFICE USE ONLY

31. How often do you meet with your colleagues (in your College) in your teaching area to discuss professional matters? (Check one box.)

- ☐ Never
- ☐ Once a year
- ☐ Once a term
- ☐ Every month
- ☐ Every week
- ☐ Every day

☐ 34

32. How often do you find yourself in conflict with colleagues over professional matters? (Check one box.)

- ☐ Never
- ☐ Once a year
- ☐ Once a term
- ☐ Every month
- ☐ Every week
- ☐ Every day

☐ 35

33. Describe the most common disagreement on professional matters that occurs between teachers in your main subject area.

_____

_____

_____

_____

_____

_____

☐☐ 36-37

34. How often do you meet Formally and Informally with TAFE teachers who are NOT part of your own general professional area? (Check one box in each column.)

| Formally | Informally | |
|---|---|---|
| ☐ | ☐ | Never |
| ☐ | ☐ | Once a year |
| ☐ | ☐ | Once a term |
| ☐ | ☐ | Every month |
| ☐ | ☐ | Every week |
| ☐ | ☐ | Every day |

☐☐ 38-39

FOR OFFICE USE ONLY

35. How often do you meet Formally and Informally with the Head of Department in your area? (Check one box in each column.)

| Formally | Informally | |
|---|---|---|
| ☐ | ☐ | Never |
| ☐ | ☐ | Once a year |
| ☐ | ☐ | Once a term |
| ☐ | ☐ | Every month |
| ☐ | ☐ | Every week |
| ☐ | ☐ | Every day |

☐☐ 40-41

36. What do you discuss with your Head of Department in your meetings with him/her?

_____

_____

_____

_____

_____

☐☐ 42-43

37. How often do you meet Formally and Informally with the administration of your College (Principal or Deputy Principal)? (Check one box in each column.)

| Formally | Informally | |
|---|---|---|
| ☐ | ☐ | Never |
| ☐ | ☐ | Once a year |
| ☐ | ☐ | Once a term |
| ☐ | ☐ | Every month |
| ☐ | ☐ | Every week |
| ☐ | ☐ | Every day |

☐☐ 44-45

38. What do you discuss with the administration of your College (Principal or Deputy Principal)?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

☐☐ 46-47

FOR OFFICE USE ONLY

39. How often do you meet with parents or students? (Check one box.)

- ☐ Never
- ☐ Once a year
- ☐ Once a term
- ☐ Every month
- ☐ Every week
- ☐ Every day
- ☐ Other (please explain _____

_____

☐ 48

40. What do you discuss with parents?

_____

_____

_____

_____

☐☐ 49-50

41. How comfortable do you feel in your interactions with parents? (Check one box.)

- ☐ Very comfortable
- ☐ Fairly comfortable
- ☐ Not very comfortable
- ☐ Very uncomfortable
- ☐ Not applicable

☐ 51

42. How often do you meet with employers and representatives of industry, business, etc.? (Check one box.)

- ☐ Never
- ☐ Once a year
- ☐ Once a term
- ☐ Every month
- ☐ Every week
- ☐ Every day
- ☐ Other (please explain _____

_____

☐ 52

43. What do you discuss with employers and representatives of industry and business?

_____

_____

_____

_____



☐☐ 53-54

FOR OFFICE USE ONLY

## SECTION E - GENERAL QUESTIONS

44. What, to you, is the most successful and satisfying aspect of your professional life as a TAFE teacher?

☐☐ 55-56

45. What, to you, is the least successful and most unsatisfactory aspect of your professional life as a TAFE teacher?

☐☐ 57-58

46. Is there anything else we in the Project should know which you think might be relevant to our concern: Which is, what it is that TAFE teachers do and the link of this to initial training for TAFE teachers? (Use back of this page if you need more space.)



☐☐ 59-60

APPENDIX 4

LETTER - INTERVIEWS

Western Australian Institute of Technology
Hayman Road, South Bentley, 6102. Tel. 350 7800
School of Teacher Education

# Centre for the Study of Teaching
# TAFE Project

Dear Technical College Teacher,

As you know, we are engaged in a Project, for the Technical Education Division, which is designed to give a comprehensive description of what it is that TAFE teachers do. Already, you have had some contact with this Project in the form of the short questionnaire which you received and completed for us some days ago.

This letter is to tell you that following a process of random selection, you are one of a group of some 90 TAFE teachers who we will contact to arrange for an individual interview, at your College, with a member of the Project staff. The opportunity that we hope to have to meet with, on an individual basis, a range of TAFE teachers is central to this whole Project. We think that only through such a process can we get a truly comprehensive picture of the teaching, and instructional concerns, of TAFE teachers.

I and my colleagues know that as a full-time TAFE teacher, you have little time to spare from your professional duties. But I do sincerely hope that you will be able to find time to meet and talk with a Project member. This Project which we are engaged upon is a serious exercise with important implications for the Technical Education Division and the future training of TAFE teachers, and it is essential that we get a full description of the range and diversity of TAFE teaching.

In anticipation of your willingness to co-operate with us and to give us your time and professional expertise, we will be contacting you to arrange a meeting in a few days.

Thank you for your time and participation in this Project.

Yours sincerely,

A.J.H. GAITE
PROJECT DIRECTOR

APPENDIX 5

ORIGINAL BRIEF FOR THE STUDY - TECHNICAL EDUCATION DIVISION

(INFORMATION SHEET)

(ABRIDGED)

# TECHNICAL EDUCATION DIVISION

# EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

## STAFF DEVELOPMENT RESEARCH PROJECT

## INITIAL TEACHER PREPARATION

## INFORMATION SHEET

### INTRODUCTION

Recent developments in post-secondary education have focused on the Technical and Further Education (TAFE) sector as a major element in the provision of education and training to meet the needs of industry and the community generally. Government at both State and Federal levels have moved to expand the activities of this sector and to provide additional resources for its operation in the belief that TAFE should play a central part in helping to overcome many of the pressing manpower problems facing the country today.

In Western Australia the State Government has given a high priority to strengthening the administrative, curriculum and staffing aspects of TAFE operations, and is looking to the Technical Education Division to upgrade and expand its activities in a number of key areas.

An essential ingredient in these initiatives is the relevance and quality of initial teacher preparation given to the new teachers joining the Division and commencing their teaching careers in TAFE. Similar concern for this aspect of TAFE has recently been expressed at a national level in the report on "The Formal Preparation of TAFE Teachers in Australia" prepared by the Staff Development Advisory Committee to the Technical and Further Education Council of the Tertiary Education Commission.

It is within this context that the Technical Education Division in Western Australia has instituted a research programme into the preparation of its beginning teachers. This information sheet provides details of the aims and objectives of the research project together with the requirements for persons or organizations wishing to apply for the advertised research grant.

### THE PRESENT SYSTEM OF TRAINING NEW TAFE TEACHERS IN WA

The Technical Education Division presently conducts a two-year internship for its beginning teachers involving a combined in-service training programme and teaching experience. This programme leads to the award of the Teachers' Certificate (Technical) from the Education Department of Western Australia. In addition, entering teachers who do not possess a degree, associateship or diploma in their special field of teaching are required to undertake additional formal courses which, in combination with the Teachers' Certificate (Technical), lead to the award of the Diploma for Technical Teachers. (Neither the Diploma nor the Certificate are registered with the Council on Awards in Advanced Education.)

The formal in-service training component is the responsibility of the Division's Technical Teacher Training Section, which is currently part of the Technical Extension Service of the Technical Education Division. New teachers are released to this Section for up to 12½ hours per week in the first year and 8½ hours per week in the second year. The formal teaching load of new teachers during this period ranges from 12 to 16 hours per week.

Details of the curriculum content of this programme are given in the recent TAFEC report on "The Formal Preparation of TAFE Teachers in Australia".

RESEARCH NEEDS

The majority of TAFE teacher training programmes in Australia have evolved from relatively humble beginnings and have been developed around models of primary and secondary teacher education. Increasingly, however, it has become evident that there are major differences between TAFE teaching and teaching in schools, and that there is an urgent need for systematic research in the area to identify the objective needs of TAFE teachers.

A major factor in this problem is the wide diversity of activities undertaken in TAFE and the range of different types of students with varying levels of ability, interests and motivation that enrol in TAFE courses. Thus while TAFE teaching is characterized by a number of common factors, it is considerably more varied than would be encountered in other sectors of education, and presents particular problems for the preparation of its teachers.

Unfortunately there is very little systematic knowledge available on the types of functions carried out by TAFE teachers which severely limits the development of job-relevant teacher preparation and professional training. It is to this end that the Technical Education Division in Western Australia has instituted the present research project.

PROJECT OBJECTIVES

The project objective is to carry out a detailed analysis of the range and types of teaching functions undertaken by TAFE teachers in Western Australia in order to provide a systematic basis for designing appropriate programmes of initial teacher preparation. It is envisaged that this will provide job profiles based on sample task analyses of the different specialist teachers in the Division, and a supporting analysis of the perceptions and views of the teachers concerned.

The second stage of the project will be to analyse the basic task profiles to establish commonalities of function and clusterings of specialist teaching activities in terms of their initial training and preparation needs. The final recommended framework should be capable of adaptation and modification to meet the various needs of a dynamic and changing area of education.

PROJECT TIME-FRAME

At this stage it is expected that the project will commence in February 1979 and be completed by the beginning of May 1979. The Division will

however, be guided by the proposals submitted by applicants, and is prepared to allow some flexibility in the duration of the project.

RESEARCH GRANT

The financial grant for this project will be determined on the basis of the proposals received from applicants; however, a figure of between $20 000 and $30 000 may be used as a guide. Details of the administration of the grant and access to other Divisional resources will be worked out with the successful applicant.

REPORTING

Two formal reports will be required: an interim progress report at the conclusion of Stage 2 or mid-way through the project, whichever occurs earlier; and a final comprehensive report on the total project. It is expected that this latter report will show the complete data generated during the investigation together with the analysis, leading to final conclusions and recommendations.

Both reports are to be submitted to the Assistant Director-General (Technical Education) who will exercise jurisdiction in matters of copyright and publication.

APPENDIX 6

ADDITIONAL DATA TABLES

TABLE 6A: RESPONDENTS' ASSESSMENTS OF EXTENT OF USE AND RELATIVE IMPORTANCE OF VARIOUS TEACHING ACTIVITIES

| | Teacher Activities | Relative Frequencies Percent | | | | | | | | Scale Values | Rank Order |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Degree of Use | | | Relative Importance | | | | | | |
| | | Regular | Occasional | Never | 1st | 2nd | 3rd | 4th | 5th | | |
| A | LECTURING | 90.0 | 6.9 | 3.1 | 60.0 | 10.0 | 1.5 | 0.8 | 2.3 | 348.4 | 1 |
| B | EXPLAINING TO INDIVIDUALS/ SMALL GROUPS | 70.8 | 27.7 | 1.5 | 4.6 | 10.0 | 5.4 | 14.6 | 10.8 | 119.2 | 4 |
| C | DEMONSTRATING TECHNIQUES, PROCESSES | 70.0 | 22.3 | 7.7 | 5.4 | 16.9 | 8.5 | 3.1 | 4.6 | 130.9 | 2 |
| D | DEMONSTRATING PRINCIPLES, APPLICATIONS | 66.9 | 28.5 | 4.6 | 3.1 | 8.5 | 11.5 | 9.2 | 3.1 | 105.5 | 5 |
| E | DICTATING NOTES | 8.5 | 46.9 | 44.6 | | 2.3 | 1.5 | | 0.8 | 14.5 | 16 |
| F | BLACKBOARDING NOTES | 43.1 | 42.3 | 14.6 | 0.8 | 6.9 | 4.6 | 6.2 | 6.2 | 64.0 | 8 |
| G | DISTRIBUTING/DISCUSSING PREPARED NOTES | 40.8 | 51.5 | 7.7 | 1.5 | 6.9 | 3.8 | 3.1 | 4.6 | 57.3 | 10 |
| H | HELP STUDENTS ASSIGNED WORK | 54.6 | 39.2 | 6.2 | 2.3 | 2.3 | 5.4 | 6.2 | 2.3 | 51.6 | 11 |
| I | CHECKING/MARKING STUDENT' ASSIGNED WORK | 69.2 | 23.8 | 6.9 | | 3.8 | 6.2 | 10.8 | 11.5 | 66.9 | 7 |
| J | DRILLING IMPORTANT CONCEPTS/ FACTS | 42.3 | 38.5 | 19.2 | 3.8 | 0.8 | 5.4 | 0.8 | 3.1 | 43.1 | 12 |
| K | CONSOLIDATING IMPORTANT CONCEPTS, FACTS | 73.8 | 23.8 | 2.3 | 0.8 | 6.2 | 9.2 | 6.9 | 6.2 | 76.4 | 6 |
| L | DIAGNOSING LEARNING DIFFICULTIES | 30.0 | 57.7 | 12.3 | | | 1.5 | 3.1 | 6.9 | 17.6 | 15 |
| M | MOTIVATING DISINTERESTED STUDENTS | 31.5 | 60.8 | 7.7 | | | 0.8 | 2.3 | 0.8 | 7.8 | 17 |
| N | CONTROLLING DIFFICULT STUDENTS | 6.9 | 57.7 | 35.4 | | | 0.8 | | 0.8 | 3.2 | 19 |
| P | SUPERVISING STUDENTS PRACTICAL WORK | 73.8 | 12.3 | 13.8 | 6.2 | 10.0 | 11.5 | 8.5 | 3.8 | 126.3 | 3 |
| Q | OBSERVING STUDENTS PRACTICAL/ LIVE WORK | 71.5 | 13.8 | 14.6 | | 3.1 | 10.8 | 4.6 | 3.8 | 57.8 | 9 |
| R | ASSESSING STUDENTS PRACTICAL/ LIVE WORK | 64.6 | 20.8 | 14.6 | | 2.3 | 1.5 | 6.9 | 13.1 | 40.6 | 13 |
| S | ORGANISING AND SUPERVISING SMALL GROUP WORK | 34.6 | 50.0 | 15.4 | 0.8 | 1.5 | 2.3 | 2.3 | 3.1 | 24.6 | 14 |
| T | COMPUTER AIDED INSTRUCTION | 0.8 | 6.2 | 1.5 | | 0.8 | | | | 3.2 | 19 |
| W | TALK TO STUDENTS OUT OF CLASS/ SCHOOL TIME | 0.8 | 0.8 | 1.5 | | 0.8 | | 0.8 | | 4.8 | 18 |

S2(N=130) : QUESTION 9 : TEACHER ACTIVITIES

Scale values derived from relative frequencies percent of relative importance using scaling factors 5, 4, 3, 2, 1 respectively.

TABLE 6B: RESPONDENTS' ASSESSMENTS OF EXTENT OF USE AND RELATIVE IMPORTANCE OF VARIOUS STUDENT ACTIVITIES

| | Student Activity | Relative Frequencies Percent | | | | | | | | Scale Values | Rank Order |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Degree of Use | | | Relative Importance | | | | | | |
| | | Regular | Occasional | Never | 1st | 2nd | 3rd | 4th | 5th | | |
| A | READING (TO SELF OR OTHERS) | 30.0 | 48.5 | 21.5 | 6.9 | 0.8 | 3.8 | 10.8 | 9.2 | 79.9 | 6 |
| B | WRITING (NOTES, RECORD PROJECTS) | 70.8 | 23.8 | 5.4 | 20.0 | 23.1 | 7.7 | 10.8 | 8.5 | 245.6 | 2 |
| C | DISCUSSING (WITH YOU) | 74.6 | 23.1 | 2.3 | 18.5 | 15.4 | 20.0 | 15.4 | 6.9 | 251.8 | 1 |
| D | DISCUSSING (SMALL GROUPS) | 30.0 | 56.2 | 13.8 | 1.5 | 3.8 | 8.5 | 11.5 | 6.9 | 78.1 | 7 |
| E | RESPONDING TO QUESTIONS ETC | 76.9 | 20.0 | 3.1 | 9.2 | 11.5 | 22.3 | 9.2 | 13.8 | 191.1 | 3 |
| F | DRAWING (TECHNICAL) | 23.1 | 20.8 | 56.2 | 1.5 | 4.6 | 6.2 | 6.9 | 6.2 | 64.5 | 9 |
| G | DRAWING (SKETCHING, PAINTING) | 17.7 | 33.1 | 49.2 | 2.3 | 3.1 | | 2.3 | 1.5 | 30.0 | 12 |
| H | PLANNING PROJECTS, MODELS, ETC | 17.7 | 46.2 | 36.2 | | | 3.1 | 0.8 | 4.6 | 15.5 | 4 |
| J | CONSTRUCTING MODELS, STRUCTURES, ETC | 33.1 | 20.8 | 46.2 | 10.0 | 6.2 | 4.6 | 3.8 | 0.8 | 97.0 | 4 |
| K | DISMANTLING/ASSEMBLING MACHINERY, TOOLS, MODELS, ETC | 19.2 | 20.8 | 60.0 | | 2.3 | 3.1 | 0.8 | 2.3 | 22.4 | 13 |
| L | WORKING WITH SIMULATION MACHINES, INSTRUMENTS, ETC | 22.3 | 23.1 | 54.6 | 3.1 | 4.6 | 2.3 | 3.1 | 3.1 | 50.1 | 10 |
| M | CONDUCTING EXPERIMENTS OR DOING OTHER LABORATORY WORK | 28.5 | 16.2 | 55.4 | 4.6 | 6.9 | 3.1 | 4.6 | 1.5 | 70.6 | 8 |
| N | WORKING ON/WITH "LIVE" MODELS/ PROJECTS | 43.1 | 19.2 | 37.7 | 5.4 | 5.4 | 6.2 | 7.7 | 8.5 | 91.1 | 5 |
| P | MAKING FIELD TRIPS (ALONE) | 3.8 | 13.1 | 83.1 | 0.8 | | 0.8 | | 0.8 | 7.2 | 16 |
| Q | MAKING FIELD TRIPS (WITH YOU) | 9.2 | 52.3 | 38.5 | | 1.5 | | 0.8 | 5.4 | 13.0 | 15 |
| R | DOING OUTSIDE WORK | 24.6 | 18.5 | 56.9 | 6.9 | | | 2.3 | 2.3 | 41.4 | 11 |
| S | STUDENT ACTIVITY ASSOCIATED WITH ONE SUBJECT | 1.5 | 1.5 | 96.9 | 0.8 | | | | | 4.0 | 18 |
| T | MATHEMATICAL CALCULATION | 1.5 | | 98.5 | 0.8 | 0.8 | | | | 7.2 | 16 |

S2(N=130) : QUESTION 10 : STUDENT ACTIVITIES

Scale values derived from relative frequencies percent of relative importance using scaling factors 5, 4, 3, 2, 1 respectively.

TABLE 6C: RESPONDENTS' ASSESSMENTS OF EXTENT OF USE AND RELATIVE IMPORTANCE OF VARIOUS KINDS OF INSTRUCTIONAL MATERIALS

| | Instructional Materials | Relative Frequencies Percent | | | | | | | | Scale Values | Rank Order |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Degree of Use | | | Relative Importance | | | | | | |
| | | Regular | Occasional | Never | 1st | 2nd | 3rd | 4th | 5th | | |
| A | TEXTBOOKS | 74.6 | 19.2 | 6.2 | 44.6 | 13.8 | 11.5 | 7.7 | 3.8 | 331.9 | 1 |
| B | REFERENCE BOOKS | 45.4 | 47.7 | 6.9 | 3.1 | 20.8 | 11.5 | 11.5 | 9.2 | 165.4 | 3 |
| C | FILMS | 20.8 | 64.6 | 14.6 | 0.8 | 4.6 | 6.2 | 12.3 | 22.3 | 87.9 | 6 |
| D | PROFESSIONAL JOURNALS | 16.9 | 58.5 | 24.6 | 0.8 | 0.8 | 4.6 | 2.3 | 7.7 | 33.3 | 11 |
| E | VIDEOTAPES | 3.8 | 27.7 | 68.5 | | 0.8 | 1.5 | 0.8 | 1.5 | 10.8 | 12 |
| F | STUDENT JOURNALS | 2.3 | 16.9 | 80.8 | | 0.8 | 0.8 | | 0.8 | 6.4 | 15 |
| G | DISPLAYS/EXHIBITS | 16.2 | 50.8 | 33.1 | 2.3 | 2.3 | 3.8 | 7.7 | 2.3 | 49.8 | 9 |
| H | PHOTOGRAPHS/STILL PICTURES | 6.9 | 60.8 | 32.3 | | | 0.8 | 1.5 | 1.5 | 6.9 | 14 |
| J | AUDIOTAPES | 10.0 | 30.8 | 59.2 | | 4.6 | 3.1 | 3.8 | 1.5 | 36.8 | 10 |
| K | WALL CHARTS/MAPS/DIAGRAMS | 20.8 | 56.9 | 22.3 | 1.5 | 3.1 | 6.2 | 6.9 | 6.2 | 58.5 | 7 |
| L | HANDOUTS/WORKSHEETS | 64.6 | 28.5 | 6.9 | 16.2 | 20.8 | 13.1 | 13.8 | 7.7 | 238.8 | 2 |
| M | OVERHEAD TRANSPARENCIES | 44.6 | 37.7 | 17.7 | 7.7 | 11.5 | 15.4 | 9.2 | 10.0 | 159.1 | 4 |
| N | SLIDES/FILMSTRIPS | 13.8 | 62.3 | 23.8 | 0.8 | 4.6 | 6.2 | 3.8 | 3.1 | 51.7 | 8 |
| P | LIVE/WORKING MODELS | 33.8 | 30.8 | 35.4 | 12.3 | 3.8 | 5.4 | 5.4 | 8.5 | 112.2 | 5 |
| R | PERSONAL NOTES | 3.8 | | 96.2 | 0.8 | 0.8 | | | 0.8 | 8.0 | 13 |

S2(N=130) : QUESTION 13 : INSTRUCTIONAL MATERIALS

Scale values derived from relative frequencies percent of relative importance using scaling factors 5, 4, 3, 2, 1 respectively.

TABLE 6D: RESPONDENTS' ASSESSMENTS OF EXTENT OF USE AND RELATIVE IMPORTANCE OF VARIOUS KINDS OF INSTRUCTIONAL AIDS OR EQUIPMENT

| | Instructional Equipment | Relative Frequencies Percent | | | | | | | | Scale Values | Rank Order |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Degree of Use | | | Relative Importance | | | | | | |
| | | Regular | Occasional | Never | 1st | 2nd | 3rd | 4th | 5th | | |
| A | CHALK/WHITEBOARD | 93.1 | 4.6 | 2.3 | 60.8 | 15.4 | 3.1 | 3.1 | 0.8 | 381.9 | 1 |
| B | DUPLICATOR (GESTETNER/FORDIGRAPH) | 36.2 | 38.5 | 25.4 | 2.3 | 13.8 | 10.0 | 8.5 | 8.5 | 119.2 | 5 |
| C | COPIER (XEROX/3M) | 53.8 | 30.8 | 15.4 | 3.1 | 18.5 | 16.2 | 13.8 | 10.0 | 175.7 | 2 |
| D | VIDEO SYSTEM (CAMERA + RECORDER) | 5.4 | 15.4 | 79.2 | | 0.8 | 0.8 | 3.1 | 0.8 | 12.6 | 9 |
| E | TV + RADIO RECEIVER | 4.6 | 20.0 | 75.4 | | | 0.8 | 0.8 | 3.1 | 7.1 | 11 |
| F | STILL PICTURE CAMERA | 3.1 | 26.9 | 70.0 | | 1.5 | | | 0.8 | 6.8 | 12 |
| G | MOTION PICTURE CAMERA | 1.5 | 9.2 | 89.2 | | | 0.8 | | 0.8 | 3.2 | 13 |
| H | SLIDE/FILMSTRIP PROJECTOR | 13.1 | 57.7 | 29.2 | 1.5 | 1.5 | 4.6 | 6.9 | 10.8 | 51.9 | 8 |
| J | MOTION PICTURE PROJECTOR | 26.2 | 51.2 | 22.3 | | 3.8 | 11.5 | 18.5 | 10.8 | 97.2 | 6 |
| K | OVERHEAD TRANSPARENCY PROJECTOR | 46.2 | 33.8 | 20.0 | 7.7 | 12.3 | 18.5 | 11.5 | 7.7 | 173.9 | 3 |
| L | AUDIOTAPE RECORDER/PLAYER | 16.9 | 24.6 | 58.6 | 2.3 | 4.6 | 2.3 | 4.6 | 6.9 | 52.9 | 7 |
| M | COMPUTER | 0.8 | 10.0 | 89.2 | | | | 0.8 | 0.8 | 2.4 | 14 |
| N | LIVE EQUIPMENT | 34.6 | 23.1 | 42.3 | 6.9 | 9.2 | 10.0 | 6.2 | 9.2 | 122.9 | 4 |
| P | EPIDIASCOPE | 0.8 | | 99.2 | | | | | | | |
| R | TRADE TOOLS | 6.2 | | 93.8 | 0.8 | | 2.3 | | 0.8 | 11.7 | 10 |
| S | WORD PROCESSOR | | 0.8 | 99.2 | | | | | | | |

S2(N=130) : QUESTION 15 : INSTRUCTIONAL EQUIPMENT

Scale values derived from relative frequencies percent of relative importance using scaling factors 5, 4, 3, 2, 1, respectively.

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